



EUROPEAN GLOBAL

Institute of Innovation & Technology

DOCTORATE OF BUSINESS ADMINISTRATION (DBA)

CURRICULUM

March 2024

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Overall Programme Description			
1	Title of the Programme	Doctor of Business Administration (DBA)	
2	Type of Programme	<input type="checkbox"/> Award	<input checked="" type="checkbox"/> Qualification
3	Proposed MQF Level	Level 8	
4	Proposed ECTS		
5	Total ECTS for Programme Completion		
	Total ECTS requesting Accreditation		
6	Mode of Delivery	<input type="checkbox"/> 100% Face to Face	
		<input checked="" type="checkbox"/> 100% Online	
		<input type="checkbox"/> Blended Learning Point B7 is required to be filled in.	
		<input type="checkbox"/> Work Based Learning	
7	Blended Learning	Contact Hours delivered online. <div style="border: 1px solid black; width: 150px; height: 20px; margin: 0 auto; text-align: center;">%</div>	
		Contact Hours delivered Face to Face <div style="border: 1px solid black; width: 150px; height: 20px; margin: 0 auto; text-align: center;">%</div>	
8	Hours of Total Learning	Total Contact Hours (Contact Hours are hours invested in learning new content under the direction of a tutor/lecturer (e.g. lectures, participation in online forums))	
		Self – Study Hours (Estimated workload of research and study)	



		Assessment Hours (Examinations/ presentations/group work/ projects, etc.)	
		Supervised Placement and Practice Hours (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)	
9	Total Learning Hours		
10	Mode of Attendance	<input type="checkbox"/> Full Time	
		<input type="checkbox"/> Part Time	
11	Programme Duration	Full Time ___2-6___ Years ___ Months ___ Days	Part Time ___4 - 6___ Years ___ Months ___ Days
12	Target Audience	<input type="checkbox"/> Ages 3 -15 <input type="checkbox"/> Ages 16 – 18 <input checked="" type="checkbox"/> Ages 19 – 30 <input type="checkbox"/> Ages 31 – 65 <input type="checkbox"/> Ages 65+	
13	Language/s of Instruction	English	
14	Target Group	The Doctorate in Business Administration (DBA) programme is designed for professionals with experience in business and management. It is tailored for individuals who aspire to achieve strategic leadership roles, make informed, research-based decisions, and create sustainable, long-term value within their organisations and industries. The programme addresses real-world challenges by equipping learners with advanced academic and research skills, enabling them to contribute significantly to their organisations and the broader business community. The target audience includes: Experienced Business Professionals: The DBA programme is aimed at mid-career or senior professionals with managerial or leadership experience, helping them to develop the skills	



		<p>necessary for strategic decision-making and leadership that foster long-term value.</p> <p>Executives and Entrepreneurs: Designed for those in executive positions, such as CEOs, business owners, and directors, the programme enhances their understanding of strategic business concepts and decision-making, while strengthening their ability to address complex, real-world business challenges. It also provides the tools to drive sustainable growth and innovation within their organisations.</p> <p>Consultants and Advisors: This programme benefits professionals in consulting and advisory roles by equipping them with advanced research expertise, enabling them to offer strategic, research-driven insights that solve complex challenges and create sustainable solutions for their clients.</p> <p>Industry Specialists: Individuals with expertise in specific sectors, such as healthcare, finance, technology, or hospitality, can deepen their industry knowledge and contribute to long-term value creation through innovative research, addressing contemporary challenges within their fields as a manager.</p> <p>The Doctorate in Business Administration (DBA) programme does not lead directly to a warranted profession or regulated occupation. However, it is designed to equip professionals with advanced strategic leadership, decision-making, and research skills that are highly valued across industries. Graduates often pursue senior executive roles, consultancy, or academic positions where their expertise contributes to solving complex, real-world business challenges and creating sustainable value in their organisations.</p> <p>.</p>
15.1	Training Address/es where programme will be delivered.	<p>Online via e-campus</p> <p>campus.euglobal.edu.eu</p>
15.2	Placement/Clinical Address (If Applicable)	Not Applicable



16	Subject Area	<p>Scholars in this doctoral program can write thesis in any area of their interest, the scholars must have approved subject specific Supervisor prior to beginning of studies in the chosen area.</p> <p><input type="checkbox"/> Generic Programmes and Qualifications</p> <p><input type="checkbox"/> Education</p> <p><input type="checkbox"/> Arts and Humanities</p> <p><input type="checkbox"/> Social Sciences, Journalism and Information</p> <p><input type="checkbox"/> Business, Administration and Law</p> <p><input type="checkbox"/> Natural Sciences, Mathematics and Statistics</p> <p><input type="checkbox"/> Information and Communication Technologies</p> <p><input type="checkbox"/> Engineering, Manufacturing and Construction</p> <p><input type="checkbox"/> Agriculture, Forestry, Fisheries and Veterinary</p> <p><input type="checkbox"/> Health and Welfare</p> <p><input type="checkbox"/> Services</p>
17	Relationship to Occupation	<p>Upon completion of the DBA studies, the following career opportunities are given:</p> <p>a) Research and teaching career at a university.</p> <p>b) Research and teaching career at a private institution.</p> <p>c) Senior position at an institute for higher education.</p> <p>d) Continuing education and growth in respective professions of practice as a practitioner.</p>
18	Entry Requirements	<ul style="list-style-type: none"> An MQF/EQF/ FHEQ level 7 full qualification or equivalent obtained from a recognised college/Institute/University in the field where doctoral studies to be pursued OR Exceptionally, a First Class Level 6 degree obtained from a recognised college/Institute/University with minimum 5 years managerial experience in the field where doctoral studies to be pursued may be considered; Admission Interview to be conducted to assess candidates' critical thinking and leadership potential, focusing on their ability to engage with complex business challenges, demonstrate strategic decision-making skills, and articulate how the DBA programme aligns with their professional goals and aspirations for driving innovation and



		<p>creating sustainable value within the business administration field.</p> <ul style="list-style-type: none"> • Completed prior studies or work experience conducted in English within the last 2 years prior to the DBA application. OR IELTS score of 6.5 or an equivalent English proficiency test score. Native English speakers are exempt from this requirement. <p>Advanced standing</p> <p>If you have already completed a period of doctoral level study at another institution, it may be possible for the work, activities, progress and assessments already undertaken in your engagement with research to count towards a doctoral degree with us.</p> <p>This recognition of previous successful study is known as advanced standing.</p> <p>It may also be used to recognise prior experiential learning undertaken as an employee, Research Assistant/ Research Fellow that can apply for Advanced standing.</p> <p>Our recognition of prior learning policies can be found here https://www.euglobal.edu.eu/eu-global-regulation-handbooks Please consult admissions office for a consultation meeting for applying recognition of prior learning application.</p>
19	Overall Programme Description	<p>The Doctorate of Business Administration (DBA) is at the highest level of Malta Qualifications Framework (MQF) and the European Qualifications Framework (EQF) Level 8. This doctorate qualification necessitates the primary focus of the candidate's professional work to showcase an original contribution to knowledge within their subject, field, or profession, achieved through original research or the innovative application of existing knowledge or understanding. This enables them to evolve into more effective evidence-based practitioners and contribute to the advancement of their profession by expanding knowledge. In this pursuit, it aims to elevate the standards of their profession.</p>



		<p>The DBA Programme is a key component of the doctoral offerings at EU Global. This two-year plus, full-time programme (or three years plus for part-time study) is tailored to build upon prior Masters-level education and/or substantial experience in business and management practice.</p> <p>The programme aims to strengthen managers' theoretical knowledge, critical thinking, and research skills, equipping you to conduct a significant practice-based research project that offers an independent and original contribution to your area of expertise.</p> <p>Throughout your studies, you will:</p> <ul style="list-style-type: none">● Gain and develop advanced research projects through comprehensive literature, practical experience, critical evaluation of literature application into practice and formulate research projects to eliminate the gap in the existing literature.● Formulate an ability to understand, evaluate, and generate new knowledge in the field of business administration within your practice area and create better value for stakeholders involved within your practical work settings of being in business administration.● Produce a thesis of around 60,000 words, based on high-quality, original research that meets publishable standards, demonstrating critical evaluation and synthesis of current literature and professional practice, suitable for sharing with your profession. <p>You will be required to meet specific milestone targets and coursework, providing a clear framework for the DBA programme. Milestones are where approval is mandatory for further progression and include problem identification, Research Proposal and Defense, and Dissertation Submission and Defense.</p> <p>Coursework interim and end-of-the-module submissions are submissions to module tutors/ Supervisors to ensure timely feedback and smooth progression towards dissertation. These submissions</p>
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	<p>should not be considered as an additional assignment, rather they form a part of your final Dissertation. These coursework include Professional Reflection, Research Proposal, Literature Review Chapter, Research Methodology Chapter, Data Collection and Data Analysis, and Application of findings to Practise.</p> <p>It is not expected that scholars entering the programme are already experts in research. Instead, EU Global faculty has developed a structured coursework designed to teach and strengthen the research process. This coursework is intended to stimulate thinking on various business and administration conceptual models, incorporating activities and reflective forums to help transition practical experience into research. Additional modules focus on each stage of the research process, such as business statistics, literature review, research design, and research methodology.</p> <p>Residencies aimed at enhancing the research and writing process in a more interactive and focussed manner. Each module is designed to guide you in developing your research dissertation. However, please note that completing the coursework alone does not grant the doctoral degree and coursework only contributes $\frac{1}{3}$ of total final grades; the final assessment is based on the successful submission ($\frac{2}{3}$) and defense ($\frac{1}{3}$) of your dissertation, though incorporating feedback from your coursework enhances the quality of your overall work.</p> <p>EU Global's DBA programme is uniquely grounded in practice-based research, aligning with Level 8 doctoral outcomes. This foundation is established through initial core topics such as evidence-based management and reflective inquiry. Scholars are encouraged to critically engage with the literature, evaluate their own role as managers, and identify opportunities to make a meaningful impact on stakeholders. The decision-making process is approached holistically, integrating evidence from the literature, the current context, personal experience, and stakeholder value. Scholars then reflect on how well the existing literature and evidence align with real-world situations, considering areas for improvement. This</p>
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	<p>evidence-based approach enables scholars to formulate relevant business research problems, identify gaps in the current literature, and set the stage for the creation of new knowledge.</p> <p>The scholars get an opportunity to participate in the Scholar's Research Conclave (an opportunity to present their research before Milestone 2 and seek feedback from editorial board members) and an annual conference for learning from expert faculty from around the world Milestone 3. Many reputed journals including Scopus and Web of Science indexed Journals participated in the EU Global conference in the year 2023. Though publication is not mandatory, but anyone publishing their work in a double peer reviewed journal of repute gets full grade ½ counted for coursework towards dissertation.</p> <p>EU Global Doctoral students do learn systematic research processes during coursework, at same time engaging with the subject-expert Supervisor to develop their own individual work.</p> <p>It is expected that the Doctorate programmes at EU Global will primarily recruit active, experienced professionals who have already recently been awarded a relevant Masters qualification and who are now seeking to further enhance their professional development. If an applicant does not have a recent, relevant Masters level qualification, the Programme Leader will discuss the applicant and suggest an appropriate Masters programme within our Departments before initiating the Doctoral Programme.</p> <p>For their independent research, the learners can choose the topic in any business administration in any field such as management, healthcare management, technology management and so on they have prior expertise in or where they possess a masters degree with us or an equivalent recognised University/ Institute such as marketing, finance, technology, operations, human resources, data science, healthcare etc. Their research will focus on exploring issues from a business administration perspective, enabling them to contribute new</p>
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		<p>insights and practical solutions within their specific sector of expertise.</p> <p>The scholars must have approved subject specific supervisor before choosing the area in which they wish to pursue doctoral studies.</p>
20	<p>Learning Outcomes for Overall Programme</p> <p>Post completing the programme, the student will be able to:</p> <ol style="list-style-type: none"> 1. drive innovation and address complex business challenges by applying and integrating multidisciplinary approaches to a substantial body of knowledge in a systematic manner which is at the forefront of business administration and professional practice. 2. transform practical knowledge to conceptualise, propose and implement a research project for the generation of new knowledge in business administration, and to adapt the project in response to unforeseen challenges, ensuring its relevance and applicability to real-world business environments. 3. analyse and create new knowledge, achieved through original research or advanced scholarship, that contributes to and extends the existing body of knowledge within business administration. This research should be of a calibre that extends academic knowledge and professional practice and meets peer review publication standards. 4. design techniques for research and advanced academic enquiry to recommend solutions valued by business stakeholders, and to engage in reflective practice for continuous improvisation of the solutions that enhance stakeholders value in dynamic business settings. 5. implement the highest standards of research ethics as outlined by institution's regulations and the broader academic community, ensuring integrity in all aspects of business administration research and its practical implementation. 	
20.1	Competences	<p>Post completing the programme, the student will be able to:</p> <ol style="list-style-type: none"> 1. exhibit self-direction, autonomy, and originality as an independent researcher while conducting empirical research and solving contemporary challenges in chosen discipline of business administration, considering existing literature that are at the forefront of their professional practice.



		<ol style="list-style-type: none"> 2. develop innovative solutions by comprehending and addressing intricate and current challenges facing both business and management. These challenges may encompass technological, cultural and social development, and to critically evaluate them to develop innovative solutions that contribute to the advancement of practice in business administration. 3. create, plan, validate, execute, report on, and evaluate a significant research project that is professionally relevant to business administration and contributes to the generation of new knowledge within your business administration discipline. 4. adapt ethical practices in deciding methods of data collection and its analysis, ensuring the integrity and relevance of your research in business administration. 5. present, critically argue and defend ideas and results unambiguously relevant to business administration and its specialisations and effectively in verbal and written communication.
20.2	Knowledge	<p>Post completing the programme, the student will be able to:</p> <ol style="list-style-type: none"> 1. generate original insights that contribute to existing knowledge and/or professional practice, addressing complex challenges and advancing the professional practice as a manager, by critically assessing theoretical and practical expertise in a specialised field of business knowledge. 2. formulate a researchable problem by exhibiting an in-depth comprehension of recent advancements in their profession, as well as current theoretical frameworks and methodologies, apply these to advance or extend existing knowledge or professional practice in business administration within their chosen field of specialisation or multidisciplinary focus.



		<ol style="list-style-type: none"> 3. produce original research that tackles real-world challenges, offering innovative solutions tailored to their business administration practices by critical evaluation and analysis with limited information to solve problems in new or unfamiliar environments. 4. align research approach within their specialised or multidisciplinary focus in business administration to extend and enhance practical outcomes in their field. 5. independently conduct empirical research, and to interpret, analyse, and create new knowledge within the business administration discipline, thereby contributing to the advancement of the field.
20.3	Skills	<p>Post completing the programme, the student will be able to:</p> <ol style="list-style-type: none"> 1. carve a researchable conceptual model to address real-world business and management complex challenges by applying professionally relevant literature and knowledge at the forefront of business administration and its specialisations, as well as multidisciplinary fields, in analysing and comprehending business practices and challenges. 2. demonstrate the qualities and skills of personal responsibility and largely autonomous initiative when navigating complex and unpredictable situations within the context of business administration. 3. recommend innovative solutions tailored to their business specialisations by analysing data using suitable methods and communicate the results effectively to the diverse stakeholders. 4. delineate and communicate solution oriented empirical research findings and conclusions to professional peers, academic community and other stakeholders, fostering advancement of the professional practice within the field of business administration.



21	General Pedagogical Methods used for this Programme.	<p>Our doctoral program is taught in a staged manner with certain recommended milestones to achieve. Each stage is designed to enable scholars' journey to the final dissertation phase.</p> <p>To achieve a doctor title, the outcome in terms of dissertation and defense is mandatory. Please note that completing the coursework alone does not grant the doctoral degree and coursework/ publication contributes ⅓ % of total final grades; the final assessment is based on the successful submission (⅔) and defense (⅓) of your dissertation, though incorporating feedback from your coursework enhances the quality of your overall work.</p> <p>It is expected that our doctoral programme/s primarily recruit active, experienced professionals who have already recently been awarded a relevant Masters qualification and who are now seeking to further enhance their professional development. If an applicant does not have a recent, relevant Masters level qualification, the Programme Leader will discuss with the applicant and suggest an appropriate Masters programme, if available. Please note that this Masters degree does not lead to our doctoral degree. Post completing this Level 7 relevant Masters degree, the student can initiate their Doctoral programme.</p> <p>Our Doctorate is taught in 3 Stages: <u>Stage 1: Exploring Research Problem</u> Stage 1 begins with re-iterating strategic leadership aspects such as stakeholder management, change management, innovative business practices in a sustainable environment and studying these topics using the evidence-based initiative for sustainable decision-making. Further, Professional Review and translating in the research module allows reflection on Scholars' previous experience and expertise they gained till date of inception of doctoral studies. The reflective exercise is expected to help them identify the tensions they face around or in their work environment and the impact they may be able to make. These activities along with some foundation of the Research process allows Scholars carve their</p>
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		<p>research interest, narrow down research topics and delineate research questions.</p> <p>Stage 1 is exploration to identify a researchable topic which fits in scholars' experience, interest and future vision of implementing the recommendations. In short, Stage 1 enables scholars to visualise not only “What” but “Why” of research as well.</p> <p>Scholars must submit and successfully clear their Milestone 1, which is submission of a Professional Reflection, Draft Research proposal and its application to practice.</p> <p>Stage 2: Research Proposal Phase: Stage 2 plays special emphasis on transforming practical knowledge into the research project in the chosen field. This phase provides an opportunity to conduct in-depth literature review, and identify researchable variables and their interconnection and research methodology that helps them to answer the research questions and finalise the research proposal and defend it to seek feedback. The coursework and Milestone in this stage enables students to write their dissertation in a comprehensive manner.</p> <p>The Scholars will get an opportunity to present their work in a research conclave where externals will be present to seek comprehensive feedback before submission of Milestone 2: Research Proposal. Scholars must submit their Milestone proposal and also defend it before moving to Stage 3.</p> <p>Stage 3: Dissertation Phase In this phase, the scholar focuses primarily on data collection, analysis, and writing dissertation, and finalises the ultimate output of the doctoral studies.</p> <p>The Scholars will get an opportunity to present their work in a Conference before final defense in presence of externals in addition to Supervisors, and another faculty and the DBA Programme Leader. The externals generally have editorial experience of the reputed journals. This allows Scholars to get comprehensive feedback before submitting a request for final defense submission and defense.</p>
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		<p>Residencies</p> <p>We conduct various residencies in online mode. Residencies can be visualised as outcome based intensive workshops conducted by experts in a live virtual environment. Outcome in the sense that these workshops are conducted in a planned flow that enables scholars to finalise their proposal, dissertation and at times publish and patent as well. These residencies along with the course recordings from the coursework enables learners to quickly implement and also clarify any doubts they may have, at least in the common scientific research process. Normally a residency is also different from a coursework in the manner that the presence of the Doctoral Team comprising the DBA Coordinator, Supervisor and Programme Leader is essential in these residencies. Mostly these residencies are scheduled before the Milestone submissions and it allows a comprehensive preparation for milestone and a comprehensive feedback from the Doctoral Team before Milestone submission, thereby providing adequate opportunity to seek and incorporate feedback before Milestone submission.</p> <p>Supervisor:</p> <p>To enable scholars' dissertation topic related discussion, a Supervisor in the similar field as the chosen area is allocated. A separate guideline specifies the roles and responsibilities of both the Supervisor and the Scholar. These guidelines specify mandatory timelines and the minutes of the meeting, beyond which the two parties have academic freedom to determine their interactions, feedback and incorporation of feedback.</p> <p>Global Conference & Publication</p> <p>We schedule an annual conference in December starting since 2022. This conference normally has been received extremely well, with 12+ reputed journals participation. These Journals are amongst Scopus Listed, ABDC and Web of Science with more than 50 papers publication and 7 countries candidates participation.</p> <p>The Annual conference will be open to all Doctoral candidates to take benefit of feedback from the esteemed board.</p>
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		<p>The 2024 conference is planned in Dubai.</p> <p>Please note that the Students Research Conclave and internal conference before Milestone submission is mandatory for all Scholars and is a part of residencies scheduled before Milestone submissions, this Annual Global Conference remains optional.</p> <p>Our Scholars in the second part of year two and year three are motivated to participate and get an opportunity to publish and seek respected editorial boards' feedback. The Scholars must abide by the selection criteria announced in the Conference and submit their proposal accordingly. Scholars are allowed and motivated to pursue their publishable work with their Supervisors to achieve their first publications.</p> <p>Please be reminded that through publication for EU Global DBA is not mandatory, however, we recommend it for being considering it as an asset and also Scholars with successful publication in a reputable journal will get straight $\frac{1}{6}$ grade towards final dissertation.</p> <p>For DBA scholars, a reputable journal is one that has a high impact factor or citation index, is indexed in major academic databases (e.g., Scopus or Web of Science), follows a rigorous peer-review process, and aligns with their field, ensuring their research reaches a credible, influential audience.</p>
22	Selection Criteria for Tutors/Lecturers for this programme.	<p>The general requirement for DBA faculty and supervisors is that they must possess extensive experience in doctoral-level teaching, scholarly publications, substantial professional expertise especially for DBA programmes, and prior experience supervising DBA research. Additionally, they must have prior publications in the reputed</p>



		<p>Journals and should demonstrate a commitment to supporting students in building academic and professional networks and guiding them through research publication to ensure both academic and professional impact. Some of the responsibilities and requirements are mentioned below in addition to the MFHEA approved regulations for recruitment and training of the academic staff.</p> <p>Faculty Faculty at EU Global are responsible to continuously deliver the learning objectives of each module and to collaborate with the community on a regular basis.</p> <p>Responsibilities</p> <ul style="list-style-type: none"> • Delivering learning objectives per module that not only deepens theoretical understanding but also directly relates to professional practice. • • Delivering, evaluating and grading of assessments, with progressive feedback aiming towards final dissertation progression. • Moderating group discussions and providing expert feedback that facilitates students' progression towards their dissertation. This involves guiding students in refining their research questions, enhancing their critical thinking skills, and ensuring that their work is grounded in relevant theoretical frameworks and professional practice, ultimately preparing them for successful dissertation completion. • Integrating Expert Know-How in the field of business administration and its disciplines. • The DBA faculty must take on a crucial role as mentors, guiding students not only in their research but also in their professional development. This mentorship is essential to support students in navigating complex business challenges, refining their research focus, and achieving their long-term career goals within the context of their DBA studies. <p>Requirements</p>
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		<ul style="list-style-type: none">• The DBA faculty and supervisors must have extensive experience teaching at the doctoral level and possess substantial professional expertise in their respective subject areas, ensuring they can effectively guide advanced research and contribute to both the academic and practical development of students.• Proficient with digital tools and technologies• Fluent in spoken and written English• The qualification of the responsible tutor changes depending on the module to be taught and will be displayed in each respective Module. <p>Supervisor</p> <p>Supervisors of DBA students assume individual responsibility for accompanying the candidates during the DBA programme. They are experienced scientists who have already successfully completed and published studies. We appoint subject specific supervisors before the student recruitment if not already appointed.</p> <p>Responsibility</p> <ul style="list-style-type: none">• DBA supervisors' key role is to provide comprehensive research support, which includes guiding students through all aspects of research design, methodology, data analysis, and preparing their work for dissertation defense and submission,• DBA supervisors are responsible for facilitating networking opportunities and evaluating pathways that enhance both academic knowledge and professional practice for their students.• Creates an inspiring atmosphere of encouragement• Encourages creativity• Identify meaningful opportunities for doctoral seminars and inform the scholars about the opportunity and respective benefit.• Assesses thoroughly and evaluates fairly
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		<ul style="list-style-type: none"> • Delivers valuable feedback in a progressive manner leading to finalisation of dissertation. • Writes annual reports of scholars <p>Requirements</p> <ul style="list-style-type: none"> • Completed university studies • Completed PhD/ DBA • Extensive list of publications demonstrating a decent Hirsch Index for the scientific suitability • DBA supervisors must possess prior experience supervising DBA students and successful defense of at least three DBA scholars. • DBA Supervisors must possess prior relevant industry experience.
23	General Assessment Method	<p>The programme comprises eight modules and three residencies to be delivered within the entire duration of the programme. Most modules are planned to be delivered in asynchronous manner with at least two Masterclasses for application. Residencies are scheduled with Doctoral Board participation to provide both collative information at the Programme Leader level regarding Milestone expectation and requirement, at same time personal supervision by the Supervisor to help reach individual Milestone assessment. The residencies also allow pre-Milestone submission comprehensive feedback opportunities.</p> <p>Most Module and residencies of 8 weeks comprises of following assessment components, the one of 4 weeks does not have an interim assessment:</p> <ol style="list-style-type: none"> 1. Weekly Formative Submissions/Discussions: These brief submissions allow scholars to seek progressive feedback from faculty, facilitating continuous improvement and engagement with the course material. They are designed to help students refine their understanding and enhance the quality of their work for subsequent assessments. 2. Summative Interim Assessment: This assessment evaluates scholars' progress at a defined midpoint in the module. It encourages a deeper exploration of the



		<p>content and provides an opportunity for comprehensive feedback, which can be integrated into future work.</p> <ol style="list-style-type: none"> 3. Summative End-of-the-Module Assessment: This final assessment consolidates the learning from the module, requiring scholars to demonstrate their understanding and application of the material comprehensively. The insights gained from weekly submissions and the interim assessment contribute to the quality and depth of this culminating assessment. <p>In addition to the above, Scholars submit and defend three Milestones which are approved by the Doctoral Team of Programme Leader, Supervisor and an external. The Candidates will be allowed to appear for Milestone assessments after successfully completing the coursework of that Stage.</p> <ol style="list-style-type: none"> 1. Milestone 1: Professional Reflection, Draft Research proposal and its application to practice: This milestone allows Scholars to ensure that they formulate research problems that meet the requirements of their DBA studies. 2. Milestone 2: Research Proposal and Defense: Post completing the introduction, literature review and research methodology course, the Scholars now had spent adequate time to delineate their research variable, reasoning, alignment with methodology, etc and now have better clarity on their conceptual model. Scholars defend it to the Doctoral Board so that they can move to the Stage 3, Dissertation Phase. 3. Milestone 3: Dissertation Submission and defense, which is the final outcome of the DBA programme. <p>The following DBA Rubrics are provided in this document https://docs.google.com/document/d/195QP1n3kX22Tc9QNoCiKxemqB2lgWQloF4hM6m1su_Q/edit?usp=sharing</p> <ol style="list-style-type: none"> 1. Coursework Assessment Rubric 2. Viva/ Defense Rubric 3. Milestone 1 Rubric 4. Milestone 2 Rubric 5. Milestone 3 Rubric <p>Formative weekly assessments are only provided progressive feedback, summative interim assessment comprises mostly 20% unless otherwise stated and end-of-the-module assessment carries 80%.</p> <p>Scholars must appreciate that each of the former assessments build upon future assessments and ultimately to the Final Dissertation.</p> <p>The final Dissertation and passing grade is calculated as follows:</p> <p>Dissertation Report - $\frac{2}{3}$ Dissertation defense - $\frac{1}{3}$</p>
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		<p>Coursework or Publication - ⅓</p> <p>Publication in a reputed journal as described above will result in 100% contribution towards Coursework or Publication grade of ⅓. The final result on the total calculated grade will be classified as follows:</p> <ul style="list-style-type: none"> ● 85+ Distinction and clear pass ● 70 - 84 Good Pass, Pass with revisions that need to be approved by the Supervisor and CoSR Chair only. ● 60-69 Pass, Pass with revisions that need to be approved by the CoSR Chair and Evaluation Panel members. ● Below 60, The student needs to retake or exit with MPhil (Master of Philosophy) Level 7 <p>Before reaching the final Dissertation submission, the Scholars have had multiple opportunities to work towards their dissertation with coursework assessments and milestone assessments, and all the assessments before Dissertation submission allows scholars an opportunity to resit and retake.</p> <p>Resit: In accordance with the EU Global Resit regulations, a second attempt of an assessment component within a course, following failure at first attempt. Attending classes is not required for the Resit examination. The resit submission is generally expected within 2 weeks of declaration of result or as agreed with Supervisor and CoSR Chair in case of Doctoral Scholars. Resit can be taken only for a failed component and an individual passed component is not required to be appeared again. The grades of passed components can be carried forward. A third Resit attempt is possible in case of extenuating circumstances.</p> <p>Retake – a second attempt of all assessment components within a course following failure at the first or resit attempts. Retake of the failed component may require the student to participate in classes to prepare them for the second attempt.</p> <p>A few more points on the programme delivery and assessment to be noted as below:</p> <ol style="list-style-type: none"> 1. After each module, DBA scholars are given an 8-week self-study period, starting post-Residency 1, to engage in developmental work. During this time, they collaborate closely with their supervisors, reflecting on the module content and their professional practice. Scholars are expected to incorporate feedback from module tutors on their weekly submissions and interim assessments, using these insights to enhance the final end-of-module assessments. This period encourages deep reflection, personal learning, and the refinement of written components related to their module topics, fostering continuous improvement and practical application in their ongoing research and professional roles.
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	<ol style="list-style-type: none">2. The DBA program is structured into three key stages, with progression contingent upon the successful completion of milestone submissions and their defense. These milestone submissions serve as critical checkpoints, ensuring that scholars are well-prepared to advance toward the dissertation phase. For instance, if a scholar's research topic, questions, or methodology is misaligned with academic and practical standards, they will be unable to progress to the next phase. This system ensures that every aspect of their research is critically evaluated, refined, and solidified before scholars can finalise their dissertation, safeguarding the quality and relevance of their work. Milestone assessments are approved by the Doctoral Board, which comprises the DBA Program Leader, the Supervisor, and at least one external evaluator, further ensuring rigorous academic standards are met throughout the process.3. Each module assessment is designed to facilitate progression toward the dissertation, starting from module one. Formative feedback on weekly assessments and interim assessments is provided by the module tutor, who guides scholars throughout the learning process. The end-of-module assessment is evaluated by the module faculty and undergoes a double marking process by the Supervisor or another faculty member to ensure objectivity and rigour.4. Residencies offer scholars intensive learning experiences and are managed by a diverse team from the EU Global Doctoral Research Team, rather than relying solely on one module tutor. For example, the DBA Coordinator is tasked with clarifying submission requirements, while Supervisors work closely with individual students to enhance their drafts. In addition, external editorial members participate in conclaves to provide valuable feedback to scholars, and external evaluators may be present during presentations in other residency sessions. The CoSR Chair is also responsible for delivering consolidated feedback to scholars prior to their milestone submissions, ensuring that they receive comprehensive support throughout their academic journey. This collaborative approach enhances the quality of feedback and enriches the overall learning experience for DBA students.5. Scholars must note that they need to be mindful of consideration for Ethics and application to practice in business administration throughout the study. <p>Doctoral regulations as summarized above are detailed in the following document titled DBA Regulations and can be downloaded using the following link, is also available on EU Global website https://docs.google.com/document/d/195QP1n3kX22Tc9QNoCiKxemqB2lgWQloF4hM6m1su_Q/edit?usp=sharing</p>
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		<p>The above document contains Doctoral procedure, nature of assessments - Coursework, and Milestones including Final Dissertation, their passing criteria and Grading Rubric and suggested sample chapters and formats.</p> <p>In addition to the Doctoral regulations in the above HandBook, a few other institutional regulations such as Academic Misconduct, appeal process, admissions appeal, equality and diversity, etc can be found in general regulations.https://drive.google.com/file/d/1s9gUda8jmTFhOZmOTyp-nLa164xz4qsk/view?usp=sharing</p> <p>CoSR will be your first point of contact in case you require counselling which policy is relevant and what processes to be followed in case required.</p>
	Practicum/Dissertation/Final Project	<p>DBA Studies are complete post successful submission and defense of the Doctoral Dissertation. Successful passing these components will result in the award of the Doctoral title.</p> <p>Format: Final Dissertation (2/3) & Final defense (1/6) Additional 1/6 for average of all coursework or publication in a reputed Journal</p> <p>Type: Individual Assessment</p> <p>Words: 60,000 words (excluding table of content, figures, references). See tentative structure in DBA Regulations HandBook.</p> <p>Presentation: max 15 Slides excluding references. You can expect a presentation of around 25 minutes, followed by max 30 minutes of questions and discussions.</p> <p>Submission: within stipulated time as announced by CoSR</p> <p>Weightage: 100% Submission: Online via e-campus</p> <p>Assessment Task: Dissertation: Comprehensive research document including introduction, literature review, methodology, findings, discussion, conclusion, and implications for practice.</p>



		<p>Oral Defense (Viva Voce): Presentation and critical discussion of research findings and implications with responses to questions from an examination panel.</p> <p>Assessment Rubric for Coursework, defense and dissertation can be found here https://docs.google.com/document/d/195QP1n3kX22Tc9QNoCiKxemqB2lgWQloF4hM6m1su_Q/edit?usp=sharing</p> <p>The final Dissertation and passing grade is calculated on a scale of 0-100 as follows:</p> <p>Dissertation Report - $\frac{2}{3}$ Dissertation defense - $\frac{1}{6}$ Coursework or Publication - $\frac{1}{6}$</p> <p>Publication in a reputed journal as described above will result in 100% contribution towards Coursework or Publication grade of $\frac{1}{6}$</p> <p>The final result on the total calculated grade will be classified as follows:</p> <ul style="list-style-type: none"> ● 85 to 100 Distinction and clear pass ● 70 to 84 Good Pass, Pass with revisions that need to be approved by the Supervisor and CoSR Chair only. ● 60 to 69 Pass, Pass with revisions that need to be approved by the CoSR Chair and Evaluation Board members. ● 50 to 59 The student needs to resit, retake or exit with MPhil (Master of Philosophy) Level 7 ● Below 50 Fail- resit, retake or exit with no qualification <p>Please note that if Candidates scoring 60-84 does not review and incorporate feedback and seek further approval within stipulated time period, as approved by CoSR also considering extenuating circumstances, they will have to exit with MPhil (Master of Philosophy) Level 7. They will be given only one attempt to resubmit their work.</p> <p>The decision on the overall grade is made by the Doctoral Board on the recommendation of the Evaluation Board.</p>
24	<p>Placement/Work-based learning</p> <p>Provide a clear description of how the placement/work-based learning will be taught, supervised, and assessed. Additionally, submit documentation, such as an MOU from the place of placement, in which the entity clearly outlines the criteria for the placement to take place. Any additional documentation supporting the placement/work-based learning are also to be submitted.</p>	



Section C – The Programme Structure

1	List of Programme Modules/Units					
Ref	Module/Unit Title	Compulsory (C) or Elective (E).	ECTS	MQF	Mode of Teaching	Mode of Assessment
DOC 101	Strategic Leadership and Innovation for Sustainable Development	C		8	Online	Online, coursework and Dissertation and Defense
DOC 102	Professional Review and translating in research	C		8		
RES 101	Residency 1: Research Objectives, Proposal Writing, and Ethics	C		8		
DOC 103	Literature Review for Doctoral Studies	C		8		
DOC 104	Advanced Research Methodologies	C		8		
RES 102	Residency 2: Academic Publications	C		8		
DOC105	Data Collection	C		8		
DOC 106	Data Analysis and Interpretation	C		8		
				8		
DOC 107	Discussion, Conclusions & Recommendations	C				
DOC 108	Writing & Structuring Dissertation	C		8		
RES 103	Residency 7: Dissertation submission & Defense preparation	C		8		



4	<p>Exit Awards/Qualifications</p> <p>Should the programme contains any Exit Point/s kindly specify:</p> <ul style="list-style-type: none">- the full name of each Exit Award/ Qualification- the MQF level,- number of ECTS and- list the modules leading to each Exit Award/Qualification <p>This information shall be provided for each Exit Point. Example: [Name of Award or Qualification], MQF/ECTS – Duration (Years, Months and Days)</p> <ul style="list-style-type: none">- Module (ECTS)- Module (ECTS)- Module (ECTS)	<p>Exit Qualification 1:</p> <p>Master of Philosophy (MPhil) will be awarded for students who do not pass the doctoral viva but their work is of sufficient quality for a master's qualification. Master of Philosophy (MPhil), Level 7</p>
5	<p>Structure of Programme</p> <p>If the programme has a duration of more than one semester, a structure of how the modules shall be divided per semester and academic year has to be provided. If the programme has both Full-time and Part-time duration, the structure shall take into consideration both modes of attendance.</p>	<p>The program is offered with rolling monthly admissions.</p> <p>Each module is expected to be completed in a given time frame according to prescribed hours of study. The full-time and part-time modes will follow the same structure, the only difference will be related to weekly learning hours spent as stated in the duration in the above section.</p>



Sub-Section D – Module D #		
1	Title of Module/Title	Strategic Leadership and Innovation for Sustainable Development
2	Module/Unit Description	<p>This course, Strategic Leadership and Innovation for Sustainable Development, equips DBA students with advanced knowledge and skills to critically evaluate and shape strategic initiatives within organisations, with a focus on innovative and sustainable managerial decision-making. Students will learn to assess external business influences, evaluate organisational capabilities, and develop strategies that enhance competitive advantage while ensuring sustainable development. The course culminates in the formulation of innovative strategies that contribute to long-term business success and societal well-being.</p> <p>This module is the first module at EU Global's DBA studies that focus on applying research findings to real-world business problems. It advances the previous knowledge and experience of the Scholars for business and management decision making, thereby advancing them as future leaders.</p> <p>This module employs evidence-based initiative for weekly exercises that allows evidence-collection/ literature, reflect upon own experiences, and situation and recommend suggestions that maximises stakeholder's value.</p>
3	Learning Outcomes	
3.1	Competences	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ul style="list-style-type: none"> A. demonstrate the ability to critically assess and respond to complex external influences, including market dynamics and regulatory changes, on organisational strategy. B. lead the development of organisational capabilities and competencies that drive innovation and sustainable business practices. C. make managerial decisions based on the evaluation and implementation of



		<p>strategic initiatives, balancing innovation with sustainability goals.</p> <p>D. incorporate corporate social responsibility (CSR) into international business management strategies, ensuring alignment with ethical standards and stakeholder expectations.</p>
3.2	Knowledge	<p>At the end of this residency, students will be able to</p> <p>A. strategise decisions of business administration by employing a deep understanding of how external factors like globalisation, technology, and sustainability influence organisational strategies.</p> <p>B. foster innovation by understanding the interplay between dynamic capabilities and core competencies in innovation and sustainable growth, to enable alignment of their business strategies with the evolving market and regulatory landscape.</p> <p>C. implement strategic options post evaluating business strategies for both innovative and sustainable decisions minimising risk and maximising long-term value.</p> <p>D. integrate ethical and corporate social responsibility considerations into international strategies, that leads to better decision-making processes that incorporate ethical considerations, improving brand reputation and stakeholder engagement.</p>
3.3	Skills	<p>At the end of the module/unit the learner will have acquired the ability to:</p>



		<p>A. apply strategic models and tools to foster innovative and sustainable solutions that align with both profitability and sustainability.</p> <p>B. manage change effectively, minimising resistance and improving the implementation of strategic initiatives in business administration.</p>
		<p>Module-Specific Learner Skills (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit the learner will be able to;</p> <p>A. make informed strategic decisions that balance innovative approaches, competitive positioning, and long-term sustainability of the managerial level decisions.</p> <p>B. make decisions that foster global growth without compromising ethical integrity, ensuring sustainability of business and management.</p>
		<p>Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit, the learner will be able to</p> <p>A. develop skills in utilising digital tools and platforms to inform strategic decisions.</p> <p>B. use digital tools to track and report on CSR initiatives, analysing their impact on sustainability goals.</p>



		C. leverage digital communication platforms to drive leadership and collaboration across global teams.
4	MQF Level pegged for this module/unit	Level 8
5	Total Number of ECTS for this module/unit	
6	Hours of Total Learning for this module/unit	Total Contact Hours 25 (Contact Hours are hours invested in learning new content under the direction of a tutor/lecturer (e.g. lectures, participation in online forums))
		Self – Study Hours 150 (Estimated workload of research and study)
		Assessment Hours 50 (Examinations/ presentations/group work/ projects, etc.)
		Supervised Placement and Practice Hours 25 (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)
7	Total Learning Hours for this module/unit.	250
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input checked="" type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online. <div style="border: 1px solid black; width: 150px; height: 20px; margin: 0 auto; text-align: center;">0%</div>



		<p>Contact Hours delivered Face to Face</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> % </div>
10	Explain how this module/unit will be taught.	<p>Unit 1: External Business Environment Analysis</p> <ul style="list-style-type: none"> ● Introduction to PESTLE analysis and Porter's Five Forces as frameworks for analysing external business environments. ● Exploration of key drivers in an industry such as economic factors, regulatory changes, technological advancements, and market trends. ● Study of critical success factors in various industries and how businesses leverage them for competitive advantage. <p>Unit 2: Resources, Capabilities, and Value Chain</p> <ul style="list-style-type: none"> ● Introduction to Resource-Based View (RBV) and dynamic capabilities theory. ● Evaluation of threshold vs distinctive resources and how they impact competitive advantage. ● In-depth analysis of Porter's Value Chain to identify core competencies. ● Discussion on aligning resources and capabilities with strategic goals. <p>Unit 3: Strategic Options and Alignment of Strategies</p> <ul style="list-style-type: none"> ● Examination of corporate, business, and operational strategies, and how they align. ● Introduction to advanced strategic models like Ansoff Matrix, BCG Matrix, and SWOT analysis. ● Application of these models to real-world strategic scenarios.



	<ul style="list-style-type: none">● Critical evaluation of strategic options (e.g., market expansion, product diversification) and their impacts. <p>Unit 4: Internationalisation and CSR</p> <ul style="list-style-type: none">● Key drivers of internationalisation, including market saturation, growth opportunities, and global competitiveness.● Analysis of different internationalisation strategies such as joint ventures, franchising, and mergers.● Focus on corporate social responsibility (CSR) using the stakeholder theory.● Examination of the relationship between corporate strategy, CSR, and sustainability, including shared value creation. <p>Unit 5: Leadership and Strategic Change</p> <ul style="list-style-type: none">● Evaluation of different leadership styles and their impact on strategic change (transformational vs transactional leadership).● Discussion on how organisational context (e.g., culture, structure) influences strategic change initiatives.● Examination of leadership's role in guiding and sustaining strategic change. <p>Unit 6: Case Study on Sustainable Business Models</p> <ul style="list-style-type: none">● Review of successful sustainable business models and their impacts on economy, society, and environment.● Comparative analysis of different approaches to sustainability in business operations.● Evaluation of triple bottom line (people, planet, profit) approach in sustainable development.
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	<p>Unit 7: Sustainable decisions in Business Functions</p> <ul style="list-style-type: none">● Reflection on sustainability principles and their application to different areas of business administration (marketing, finance, operations).● Analysis of how various business functions are impacted by sustainability challenges, even if not the primary focus. <p>The EU Global DBA program leverages a diverse array of digital learning tools to foster student engagement and facilitate flexible, effective learning. The course is designed to be taught asynchronously, complemented by live masterclasses that focus on the practical application of the content studied. This mixed-method approach incorporates a flipped classroom model, allowing students to engage deeply with materials before participating in live discussions.</p> <p>We utilise video conferencing tools such as Zoom and Microsoft Teams to promote real-time interaction and collaboration. Peer/Faculty reviews and interactions primarily occur on our customised Moodle platform, which serves as the e-campus. Accessible via a browser or app, the Moodle platform requires no special software—only a computer and internet connection are needed.</p> <p>The course content is organised around activity-based, reflective learning methodologies, incorporating discussion forums, readings (including continually updated books and research papers), and research-driven content available 24/7. This structure supports continuous learning and engagement.</p> <p>Weekly activities, interim assessments, and end-of-module evaluations are submitted exclusively through our e-campus, ensuring</p>
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		streamlined communication and feedback; email submissions are not accepted. Students can track their results and feedback through the gradebook feature.
11	Explain how this module/unit will be taught.	<p>This unit is taught in asynchronous manner with resources available on e-campus along with live interactive sessions with the module faculty.</p> <p>The module outcomes are linked to formulate appreciation of organisational evaluation and how the managerial decision-making affects organisation. This module sets the stage for creation of sustainable, long-term value, which aligns with strategic leadership and decision-making at the doctoral level.</p> <p>The assessment structure for this module comprises three distinct types:</p> <ol style="list-style-type: none">4. Weekly Formative Submissions/Discussions: These brief submissions allow scholars to seek progressive feedback from faculty, facilitating continuous improvement and engagement with the course material. They are designed to help students refine their understanding and enhance the quality of their work for subsequent assessments.5. Summative Interim Assessment: This assessment evaluates scholars' progress at a defined midpoint in the module. It encourages a deeper exploration of the content and provides an opportunity for comprehensive feedback, which can be integrated into future work.6. Summative End-of-the-Module Assessment: This final assessment consolidates the learning from the module, requiring scholars to demonstrate their understanding and application of the material



		<p>comprehensively. The insights gained from weekly submissions and the interim assessment contribute to the quality and depth of this culminating assessment.</p> <p>Weekly Formative Assessment:</p> <ol style="list-style-type: none">1. Week 1:<ol style="list-style-type: none">1.1. Conduct a critical analysis of an organisation's external business environment.1.2. Determine the key drivers and essential success factors within the industry.2. Week 2:<ol style="list-style-type: none">2.1. Conduct an in-depth, critical analysis of an organisation's resources and capabilities, evaluating their alignment with strategic objectives and their role in driving long-term performance.2.2. Distinguish between threshold and distinctive resources and capabilities, critically assessing their contribution to the organisation's strategic positioning and competitive edge.2.3. Critically evaluate the organisation's value chain to identify core competencies, assessing their potential as a source of sustainable competitive advantage and their impact on organisational innovation and growth.3. Week 3:<ol style="list-style-type: none">3.1. Critically examine the interrelationship between corporate, business, and operational strategies, assessing how they align and
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		<p>influence overall organisational performance and strategic goals.</p> <p>3.2. Apply advanced strategic models and analytical tools to formulate and develop strategic options tailored to an organisation's specific context and objectives.</p> <p>3.3. Critically evaluate these strategic options, assessing their potential impact on organisational growth, sustainability, and competitive positioning.</p> <p>4. Week 4:</p> <p>4.1. Conduct a critical evaluation of the drivers and strategies behind internationalisation, assessing their impact on organisational growth and global competitiveness.</p> <p>4.2. Critically analyse corporate social responsibility (CSR) strategies with a focus on stakeholder theory, evaluating how organisations address the needs and interests of various stakeholders.</p> <p>4.3. Explore the connection between corporate strategy and CSR/sustainability, critically assessing the concept of shared value and how it contributes to both business success and societal well-being.</p> <p>5. Week 5:</p> <p>5.1. Identify and critically assess various leadership styles in relation to facilitating and managing strategic change within organisations.</p> <p>5.2. Evaluate the impact of organisational context, including culture, structure,</p>
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		<p>and external factors, on the implementation and success of strategic change initiatives.</p> <p>5.3. Critically evaluate the role of leadership in driving, shaping, and sustaining strategic change, with an emphasis on the influence of leadership behaviours and decisions on the process and outcomes.</p> <p>6. Week 6:</p> <p>6.1. Review case study discussion on successful sustainable business models and their impact on the economy, society, and environment.</p> <p>7. Week 7:</p> <p>7.1. Reflect on how sustainability principles apply to their area of business administration (e.g., marketing, finance, operations) and outline potential sustainability concerns relevant to their field.</p> <p>7.2. Reflect upon how various business functions (e.g., supply chain management, HR, marketing) can be influenced by sustainability challenges even if not focused directly on it (e.g., reducing waste in operations research or sustainable customer practices in marketing).</p> <p><u>Interim Assessment</u></p> <p>Format: Presentation (20%) & a brief essay (80%)</p> <p>Type: Individual Assessment</p> <p>Words: Presentation: 7 Slides excluding references Essay: 1000 words, excluding bibliography,</p>
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		<p>tables</p> <p>Submission: Week 5</p> <p>Weightage: 20%</p> <p>Submission: Online via e-campus before the presentation is scheduled.</p> <p>Assessment Task: Students are required to select an organisation of their choice and conduct a comprehensive analysis that includes the following components, this can be their own company where they work or worked in the past OR another chosen company of their choice where information is publicly available:</p> <ol style="list-style-type: none">1. External Business Environment Analysis: A critical evaluation of the organisation's external environment using a relevant analytical framework (e.g., PESTEL analysis).2. Resources and Capabilities Assessment: A detailed examination of the organisation's resources and capabilities, distinguishing between threshold and distinctive resources, and identifying core competencies that contribute to competitive advantage.3. Corporate Social Responsibility Evaluation: An analysis of the organisation's CSR strategies, with a focus on stakeholder theory. Students should assess how these strategies address stakeholder needs and contribute to the organisation's overall strategic goals.4. Presentation: Prepare a presentation summarising the key findings and recommendations of the project.
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		<p>Students should engage the audience in discussion regarding the implications of their findings for practice.</p> <p>End-of-the module assessment:</p> <p>Format: Integrated Project Report</p> <p>Type: Individual Assessment</p> <p>Words: Report: 2500 words, excluding bibliography, tables</p> <p>Submission: Week 8</p> <p>Weightage: 80%</p> <p>Submission: Online via e-campus</p> <p>Assessment Task: Students are required to develop an integrated project report that synthesises learning from the entire module, focusing on the intersection of strategic leadership, innovation, and sustainability. Students should use the same company as chosen in mid-term and incorporate the feedback from their module faculty/ mentor.</p> <p>The project should include the following sections:</p> <ol style="list-style-type: none">1. Strategic Leadership Analysis: Identify and assess relevant leadership styles within their chosen organisation and evaluate their impact on strategic change initiatives.2. Sustainability Integration: Reflect on how sustainability principles can be integrated into strategic decision-making across various business functions. Propose innovative solutions to sustainability challenges relevant to the organisation under study.3. Strategic Recommendations: Formulate strategic recommendations based on the analysis, focusing on how the organisation can leverage its resources and capabilities to enhance sustainable practices while achieving long-term growth and competitive advantage.
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	Practicum/Dissertation/Final Project	Not Applicable
12	Placement/Work-based learning (if applicable)	Not Applicable
13	Reading List	<p>DBA scholars are encouraged to read widely across diverse fields beyond their immediate area of focus to cultivate a holistic understanding of business management. This includes familiarising themselves with cutting-edge research in leadership, innovation, and sustainability, alongside the application of digital tools in research for citation analysis and for literature mapping. It is important to integrate insights from peer-reviewed journals, business case studies, and industry reports to stay updated on emerging trends and practices.</p> <p>Core Reading List</p> <ol style="list-style-type: none"> 1. Grant, R. M. (2022). Contemporary Strategy Analysis. 11th ed. Hoboken: John Wiley & Sons. 2. Teece, D. J. (2018). Dynamic Capabilities and Strategic Management: Organizing for Innovation and Growth. 2nd ed. Oxford: Oxford University Press. 3. Double peer-reviewed Journal publications <p>Supplementary Reading List</p> <ol style="list-style-type: none"> 1. Crane, A., Matten, D., & Spence, L. J. (2019). Corporate Social Responsibility: Readings and Cases in a Global Context. 4th ed. London: Routledge. 2. Strategic Management Journal 3. Harvard Business Review 4. Academy of Management Review 5. Journal of Business Ethics, etc.



Sub-Section D – Module D # [DOC102]		
	Title of Module/Title	Professional Review and translating in research
	Module/Unit Description	<p>This module provides students with an opportunity to scholars to develop the capability to make a real difference to organisation performance as a manager / leader, develop and demonstrate a capability for critical and independent learning, develop and demonstrate the capability to apply doctoral learning integratively to the real world.</p> <p>This module is taught in 1st stage allowing learners to be reflective practitioners, decide independent learning, sense making, consultation, evidence selection and data collection, application and use of theory in relation to practice, formulation of implementation plans, decision-making, communication, and the capacity to reflect upon their own learning and professional development.</p> <p>This approach will enable the students to identify the areas they are most passionate about and the difference they can make in the wider worldview.</p>
	Learning Outcomes	
	Competences	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <p>A. formulate strategies for developing their personal and professional effectiveness in their role as a</p>



		<p>manager / leader, by reflecting critically on their practice as a manager / leader, evaluate their strengths and weaknesses.</p> <p>B. design innovative approaches to complex managerial or leadership situations, demonstrating independence and originality in business decision-making while integrating knowledge from various disciplines studied.</p> <p>C. conceptualise a business problem and solution process in a systematic manner, building upon a comprehensive repository of knowledge, practical skills, and theoretical frameworks that they can synthesise and apply to short-term interventions and long-term managerial or leadership strategies, enabling effective decision-making in complex business environments..</p> <p>D. Identify and develop individualised research backed strategies for continuous professional growth and leadership development, demonstrating a commitment to lifelong learning.</p> <p>E. make effective decisions by engaging effectively with a practical management problem of strategic significance, through critically utilising and assessing management theory, integrating multiple perspectives.</p> <p>F. design an implementation process, taking into account multiple interests, uncertainties and potential barriers that maximises value to stakeholders ethically.</p> <p>G. manage complex business situations by applying knowledge, experience and theory to understanding complexity, and critically evaluating the implications for their own and others' roles in the business administration field.</p>
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	<p>Knowledge</p>	<p>At the end of this module, students will be able to</p> <ul style="list-style-type: none">A. design theoretical framework for business decisions as a manager by projecting enhanced knowledge and understanding of the relationship between theory and practice, the process of making a difference in organisational contexts, leadership, power, uncertainty, risk, decision making, ethical management and corporate responsibility, managing across boundaries, the management of innovation, evaluation and measurement and communication.B. develop and project capabilities of employing evidence based management by independent learning, sense making, consultation, evidence selection and data collection, application and use of theory in relation to practice.C. formulate implementation plans, improved decision-making, effective business communication, and the capacity to reflect upon their own learning and professional development to enhance your contribution in a management/ leadership role.
	<p>Skills</p>	<p>At the end of the module/unit the learner will have acquired the ability to:</p> <ul style="list-style-type: none">A. exhibit a high level of analytical and synthetic thinking to dissect complex issues and develop coherent, logical arguments in business administration settings.B. propose business and management conclusions and recommendations to resolve practical management issues that enhance stakeholders value in an ethical manner, by critically evaluating diverse management



		<p>theories and practices, using evidence-based reasoning.</p> <p>A. adapt a habit of reflective practice, continually assessing their own managerial approaches and learning from both successes and challenges.</p> <hr/> <p>Module-Specific Learner Skills (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit the learner will be able to;</p> <p>A. integrate newly acquired knowledge and information with prior academic and practical experiences to address real-world business challenges effectively in an ethical manner.</p> <p>B. establish and articulate the connections between theoretical concepts and practical applications within their current work environment as a manager.</p> <p>C. evaluate their own professional development and skills requirements, in relation to their current work context, as well as their post-doctoral development in a management/ leadership role.</p> <hr/> <p>Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit, the learner will be able to</p> <p>A. employ tools to organise information such as MS Excel for better decision-making.</p> <p>B. integrate literature review and referencing tools in preparing the</p>
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		report and improve organisational skills.
	MQF Level pegged for this module/unit	Level 8
	Total Number of ECTS for this module/unit	
	Hours of Total Learning for this module/unit	Total Contact Hours 25 (Contact Hours are hours invested in learning new content under the direction of a tutor/lecturer (e.g. lectures, participation in online forums))
		Self – Study Hours 150 (Estimated workload of research and study)
		Assessment Hours 50 (Examinations/ presentations/group work/ projects, etc.)
		Supervised Placement and Practice Hours 25 (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)
	Total Learning Hours for this module/unit.	250
	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input checked="" type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.
		<input type="checkbox"/> Work Based Learning
	Blended Learning	Contact Hours delivered online. <div style="border: 1px solid black; width: 150px; height: 20px; margin: 0 auto; text-align: right; padding-right: 5px;">%</div>
		Contact Hours delivered Face to Face <div style="border: 1px solid black; width: 150px; height: 20px; margin: 0 auto; text-align: right; padding-right: 5px;">%</div>



<p>Explain how this module/unit will be taught.</p>	<p>This module provides students with an opportunity to:</p> <ol style="list-style-type: none">1. develop the capability to make a real difference to organisation performance as a manager / leader2. develop and demonstrate a capability for critical and independent learning3. develop and demonstrate the capability to apply doctoral learning integratively to real world problems. <p>This module enables learners to employ evidence-based initiative in their field of operation to identify the gap and the way to formulate meaningful research problems.</p> <p>Unit 1: Overview of management challenges in different industries, and various analysis tools.</p> <p>Unit 2: Relevance of management issues to personal career development.</p> <p>Unit 3: Importance of stakeholder involvement in management practice, power and practice.</p> <p>Unit 4: Overview of different theoretical frameworks applicable to management practice.</p> <p>Unit 5: Methods for gathering qualitative and quantitative data.</p> <p>Unit 6: Evidence Analysis and Reflection on its application to practice.</p> <p>Unit 7: Ethical considerations in research and sustainability in business.</p> <p>Unit 8: Research proposal writing guides, templates, structure and how Doctor of Business Administration research is different from academic research.</p> <p>The EU Global DBA program leverages a diverse array of digital learning tools to foster student engagement and facilitate flexible, effective learning. The course is designed to be taught asynchronously, complemented by live masterclasses that focus on the practical application of the content studied. This mixed-method approach incorporates a flipped classroom model, allowing students to</p>
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		<p>engage deeply with materials before participating in live discussions.</p> <p>We utilise video conferencing tools such as Zoom and Microsoft Teams to promote real-time interaction and collaboration. Peer/ Faculty reviews and interactions primarily occur on our customised Moodle platform, which serves as the e-campus. Accessible via a browser or app, the Moodle platform requires no special software—only a computer and internet connection are needed.</p> <p>The course content is organised around activity-based, reflective learning methodologies, incorporating discussion forums, readings (including continually updated books and research papers), and research-driven content available 24/7. This structure supports continuous learning and engagement.</p> <p>Weekly activities, interim assessments, and end-of-module evaluations are submitted exclusively through our e-campus, ensuring streamlined communication and feedback; email submissions are not accepted. Students can track their results and feedback through the gradebook feature. To uphold high academic standards, we also employ ethical assessment tools that reinforce integrity throughout the learning process.</p>
	Explain how this module/unit will be taught.	<p>Learners are required to undergo several reflective activities that enable them to employ evidence based management methodology to reflect on their work environment. In the process, select one of the key areas that they are most passionate about, critically evaluate it with adequate literature, and forward thinking on the way they can make a difference in this situation.</p> <p>This unit is taught in asynchronous manner with resources available on e-campus along</p>



		<p>with live interactive sessions with the module faculty.</p> <p>The module outcomes are linked to formulate appreciation of organisational evaluation and how the managerial decision-making affects organisation. This module sets the stage for creation of sustainable, long-term value, which aligns with strategic leadership and decision-making at the doctoral level.</p> <p>Three types of assessments are linked to this module:</p> <p>Weekly Formative Submissions/ Discussions, and summative Interim Assessment and summative end-of-the module assessment. Weekly formative submissions are brief submissions to seek progressive faculty feedback to build in the interim assessment and both contribute towards the end-of-the module assessment.</p> <p>The assessment structure for this module comprises three distinct types:</p> <ol style="list-style-type: none">1. Weekly Formative Submissions/Discussions: These brief submissions allow scholars to seek progressive feedback from faculty, facilitating continuous improvement and engagement with the course material. They are designed to help students refine their understanding and enhance the quality of their work for subsequent assessments.2. Summative Interim Assessment: This assessment evaluates scholars' progress at a defined midpoint in the module. It encourages a deeper exploration of the content and provides an opportunity for comprehensive feedback, which can be integrated into future work.3. Summative End-of-the-Module Assessment: This final assessment consolidates the learning from the module, requiring scholars to
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		<p>demonstrate their understanding and application of the material comprehensively. The insights gained from weekly submissions and the interim assessment contribute to the quality and depth of this culminating assessment.</p> <p>Weekly Formative Assessment: Some of the suggested weekly formative feedback activities are as follows:</p> <ol style="list-style-type: none">1. Week 1: Identifying Management Issues<ol style="list-style-type: none">1.1. Conduct a comprehensive analysis of your current professional environment to identify a management issue, problem, challenge, or opportunity that is relevant to your role.1.2. Submit a brief report outlining the identified issue and its significance to your professional practice.2. Week 2: Establishing Relevance and Interest<ol style="list-style-type: none">2.1. Reflect on the chosen management issue and assess its relevance to your current skills and capabilities, as well as the new skills you wish to develop. Engage in discussions with peers in the module forum to gather different perspectives on the issue.2.2. Write a reflective journal entry that articulates your interests in the topic and how it aligns with your professional development goals.3. Week 3: Stakeholder Engagement Planning<ol style="list-style-type: none">3.1. Identify key stakeholders relevant to your research
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		<p>project and outline a plan for engaging them in the inquiry process. Consider their roles, interests, and how their involvement can enrich the inquiry.</p> <p>3.2. Create a stakeholder engagement plan that includes strategies for communication, collaboration, and feedback, considering ethical aspects of engaging stakeholders.</p> <p>4. Week 4: Theoretical Frameworks</p> <p>4.1. Research and critically review relevant theoretical frameworks and methodologies that can inform your inquiry. Consider how these theories relate to your management practice and the issue at hand.</p> <p>4.2. Present a summary of the chosen frameworks and methodologies, including their strengths and limitations in addressing your management issue.</p> <p>5. Week 5: Evidence Gathering Strategies</p> <p>5.1. Develop a strategy for gathering evidence related to your management issue. Identify types of data (qualitative and quantitative) you will collect and the tools or methods you will use.</p> <p>5.2. Submit a detailed evidence-gathering plan that outlines your approach, including ethical considerations.</p> <p>6. Week 6: Evidence Analysis and Reflection</p> <p>6.1. Analyse the evidence collected in relation to your management issue. Reflect on the implications of your</p>
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		<p>findings for your practice and potential areas for further inquiry.</p> <p>6.2. Write a reflective analysis report discussing key insights from the evidence and how they inform your understanding of the management issue.</p> <p>7. Week 7: Timeline, ethical and sustainability reflection</p> <p>7.1. Identify any limitations that limit your inquiry process.</p> <p>7.2. Reflect upon the ethical considerations, and the current issues and possible outcomes are sustainable.</p> <p>7.3. Reflect upon the timelines for executing the research</p> <p>8. Week 8: Drafting your Research Proposal</p> <p>8.1. Begin drafting your research proposal using Evidence-Based Inquiry (EBI), integrating the insights from previous weeks. Ensure your report includes a clear rationale for the inquiry, the methods used, and preliminary findings.</p> <p>8.2. Submit a draft of your proposal report for Supervisor’s review, including an outline of the main sections.</p> <p>Interim Assessment: Format: Research Topic Proposal and Stakeholder Engagement Plan</p> <p>Type: Individual Assessment</p> <p>Words:</p> <p>2500 words, excluding bibliography, tables The proposal and plan should be presented in a formal academic format, including proper</p>
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		<p>citations and references.</p> <p>Submission: Week 5</p> <p>Weightage: 20%</p> <p>Submission: Online via e-campus</p> <p>Assessment Task: This mid-term assessment requires students to develop a comprehensive proposal for their chosen research topic, emphasising its relevance to their professional practice and its potential impact on their organisation. Students will also outline their stakeholder engagement plan.</p> <p>Research Topic Proposal (2,000 words):</p> <ul style="list-style-type: none">• Clearly define the management issue, challenge, or opportunity being addressed.• Articulate the academic and practical significance of the research topic.• Review relevant literature to justify the selection of the topic and demonstrate academic rigor.• Outline specific research objectives and questions guiding the inquiry. <p>Stakeholder Engagement Plan (500 words):</p> <ul style="list-style-type: none">• Identify key stakeholders relevant to the research topic.• Develop a strategy for engaging these stakeholders, detailing methods for communication, feedback, and collaboration.• Discuss the expected impact of stakeholder involvement on the research process and outcomes.
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		<p>End-of-the-module Assessment</p> <p>Format: Reflective Draft of the research outline using inquiry (90%) and its presentation (10%).</p> <p>Type: Individual Assessment</p> <p>Words: Presentation: 10 Slides excluding references. You can expect a presentation of around 7 minutes, followed by questions and discussions on the way forward.</p> <p>Draft Proposal: 4500 words, excluding bibliography, tables</p> <p>Submission: Week 8</p> <p>Weightage: 80%</p> <p>Submission: Online via e-campus before the presentation is scheduled.</p> <p>Assessment Task: This task motivates scholars to present an interim draft proposal and its reflection using evidence-based inquiry. This activity will help scholars reflect on all aspects of practice-based research to develop their thoughts on addressing all of these areas.</p> <p>Draft Report (4,000 words):</p> <ul style="list-style-type: none">● Introduction: Clearly define the management issue, problem, challenge, or opportunity being addressed and its significance within the professional context.● Literature Review: Conduct an initial review of existing literature relevant to the identified topic, highlighting gaps in knowledge and justifying the need for further exploration. This should demonstrate an understanding of the current academic discourse surrounding the topic.
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	<ul style="list-style-type: none">● Research Objectives and Questions: Articulate specific research objectives and questions that guide the research. Explain how these will contribute to advancing knowledge in the business administration field and address relevant industry or organisational needs.● Theoretical Framework: Identify and critically evaluate the theoretical frameworks that will underpin the research. Discuss why these theories are relevant and how they inform the proposed research.● Stakeholder Identification and Engagement: Identify key stakeholders related to the research topic and discuss how their insights and involvement will enhance the relevance and applicability of the research.● Ethical Considerations: Address any ethical issues related to the proposed research, including how these will be managed to ensure the integrity of the inquiry.● Timeline: Provide a preliminary timeline that outlines key milestones for the research process, including adjustments that may be necessary based on contextual factors. <p>Reflective Commentary (500 words):</p> <ul style="list-style-type: none">● Reflect on the process of identifying the research topic, including challenges encountered and how they were addressed.● Discuss how this module has informed your understanding of research processes and how it aligns with your professional development goals.● Consider the implications of your research topic for your organisation and the broader field of business administration.
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		<p>All assessments are provided via e-campus, and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership, in case required.</p> <p>Please refer to the Assessment Policy for the rubric for the overall program. The student must pass in individual components and overall.</p>
	Practicum/Dissertation/Final Project	
	Placement/Work-based learning	Not Applicable
	Reading List	<p>DBA scholars are strongly encouraged to explore a broad spectrum of literature beyond their specific area of focus in order to develop a comprehensive understanding of business management. It is vital to incorporate insights from peer-reviewed journals, business case studies, and industry reports, ensuring that scholars remain well-informed about emerging trends and best practices. While recommended references are provided, at Level 8, it is expected that students will go beyond these sources. Faculty members continuously update the e-campus with relevant and contemporary articles, contributing to the dynamic learning experience.</p> <p>Core Reading List</p> <ol style="list-style-type: none"> 1. Saunders, M., & Lewis, P., & Thornhill, A. (2019). Research



		<p>Methods for Business Students. (8th ed.). Pearson International. https://elibrary.pearson.de/book/99.150005/9781292208794</p> <p>Supplementary Reading List</p> <ol style="list-style-type: none">1. Easterby-Smith, M., Thorpe, R. and Jackson, P.R. 2015, Management and business research.Sage.2. McNiff, J., 2017. Action research: All you need to know. Sage. <p>Learners are motivated to read widely from</p> <ul style="list-style-type: none">• Journals like peer reviewed of Harvard Business Review, etc• Magazines such as Economist, Forbes, Bloomberg• Online Platforms and Blogs such as McKinsey Insights, HBR Blog Network, MIT Sloan Management Review• Research databases like Proquest• Industry Reports and Publications such as Gartner PwC's Strategy, Deloitte Insights, BCG (Boston Consulting Group) Publications, EY (Ernst & Young) Insights• Case Studies etc. <p>The above is not an exhaustive list. Further unit-wise readings are shared by faculty via e-campus and are updated at regular intervals.</p> <p>The readings are constantly updated as well. As a general fundamental, we don't make books mandatory at Level 8, rather we recommend books and expect wider research. To start with, faculty do share some reading resources, however it is expected that learners research beyond what is shared by the faculty and aim to implement the learning in their current industry.</p>
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Sub-Section D – Module D # [RES103]		
1	Title of Module/Title	Research Objectives, Proposal Writing, and Ethics
2	Module/Unit Description	<p>This is an intensive residency that is designed to equip doctoral candidates with the ability to develop persuasive research proposals. In this program, the scholar will be able to improve research questions, understand basics of literature reviews and establish a strong research methodology through interactive workshops and faculty guidance. This residency will aid in developing the capacity to prove the importance of the identified study, create possible timeline for research and devise a funding case if the same is applicable. The overall outcome will be a refined proposal that can impress academic and professional stakeholders and facilitate the learner's path towards getting a doctorate degree.</p> <p>This residency will be offered in the first stage of the programme and is taught using reflective pedagogy. This residency will employ a multifaceted approach. Scholars will receive asynchronous video modules outlining key proposal components and best practices. Interactive exercises will allow them to test their understanding and apply the knowledge to their own research topics. Feedback sessions, conducted through video conferencing or online document annotation tools, will provide personalised guidance and foster iterative refinement of their proposals. This combination ensures a strong foundation in proposal structure, encourages active application, and facilitates individualised support throughout the writing process.</p>
3	Learning Outcomes	
3.1	Competences	This module cultivates a diverse set of competencies crucial for DBA researchers. They will be able to



		<p>A. independently identify and define a researchable problem within their chosen field of business administration, demonstrating critical thinking and an understanding of current research trends in the field of business administration.</p> <p>B. develop a well-structured research plan, including a feasible timeline, resource allocation, and potential challenges and mitigation strategies.</p> <p>C. critically evaluate existing research and construct a coherent argument for the significance, originality, and feasibility of their proposed research especially in terms of application to practice as a manager/leader.</p> <p>D. clearly and persuasively communicate the rationale, methodology, and potential impact of their research proposal to diverse business stakeholders, also considering ethical implications, thereby fostering transparency, trust, and alignment with business values.</p>
3.2	Knowledge	<p>This residency module on Research Objectives, Proposal writing and Ethics aims to develop a concrete plan for the scholar as the first step towards developing the dissertation. Upon completion of this module, the students will be able to</p> <p>A. formulate the research question(s) that the dissertation and the research process will be capable of making recommendations through robust methodological approaches, and designed to contribute meaningfully to both academic literature and practical business challenges.</p> <p>B. construct specific research objectives for the proposed project in business administration in view of the prevailing literature and knowledge</p>



		<p>C. justify a practical, effective and ethically sound study design and analysis technique to address strategic issues or organisational challenges.</p> <p>D.</p> <p>E.</p> <p>F. create a research schedule and critically examine the relevance and validity of the prepared research project, ensuring ethical considerations are integrated throughout the research process.</p>
3.3	Skills	<p>Scholars will hone their ability to</p> <ul style="list-style-type: none"> A. create a research proposal that clearly articulates the research problem, objectives, methodology, and anticipated outcomes, demonstrating an understanding of relevant literature in context of business administration and ethical considerations. B. plan and manage work and study time to ensure the successful completion of research milestones and the overall research project. C. develop an awareness of the impact of their own thinking and behaviour and use this as the basis for developing your professional competences in the context of business administration. <p>Module-Specific Learner Skills (Over and above those mentioned in Section B)</p> <p>Upon successful completion of this module, the scholars will be able to</p> <ul style="list-style-type: none"> A. critically construct a research question that is both specific and impactful within their chosen field



		<p>within business administration pathways.</p> <p>B. predict a conceptual model for business problem resolutions by conducting a comprehensive literature review, identifying relevant sources, and critically evaluating existing research.</p> <p>C. construct a persuasive argument for their research, highlighting the gap in knowledge their work aims to address and its potential contribution to the field.</p> <p>D. design a research methodology that is feasible, ethical, and well-suited to answering their research question.</p> <p>E. communicate their research proposal effectively, using clear and concise language to business stakeholders.</p>
		<p>Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B)</p> <p>The scholars will</p> <p>A. construct logical arguments by critically searching and locating online resources to locate resources relevant to their research topic.</p> <p>B. utilise digital tools for secure data storage and anonymization.</p> <p>C. apply ethical methods to finding, recording and using information, data and evidence effectively.</p> <p>D. apply research-oriented numeracy skills and justify the need for qualitative and/or quantitative analysis for the selected research topic.</p> <p>E. use a variety of communication media effectively.</p>
4	MQF Level pegged for this module/unit	Level 8
5	Total Number of ECTS for this module/unit	



6	Hours of Total Learning for this module/unit	<p>Total Contact Hours 12</p> <p>(Contact Hours are hours invested in learning new content under the direction of a tutor/lecturer (e.g. lectures, participation in online forums))</p> <p>Self – Study Hours 76 (Estimated workload of research and study)</p> <p>Assessment Hours 25 (Examinations/ presentations/group work/ projects, etc.)</p> <p>Supervised Placement and Practice Hours 12 (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)</p>
7	Total Learning Hours for this module/unit.	125
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input checked="" type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	<p>Contact Hours delivered online.</p> <div style="border: 1px solid black; width: 150px; height: 20px; margin: 5px auto; text-align: right;">%</div>
		<p>Contact Hours delivered Face to Face</p> <div style="border: 1px solid black; width: 150px; height: 20px; margin: 5px auto; text-align: right;">%</div>
10	Explain how this module/unit will be taught.	<p>This residency is taught in a live synchronous manner with resources available on e-campus. This residency teaching team will include Coordinator of Research Studies (CoRS), Supervisor, DBA Programme Leader.</p>



		<p>This residency will help you refine your research proposal further.</p> <p>Unit 1: Structure of the proposal and difference in PhD research and DBA research.</p> <p>Unit 2: Emphasise on relevance to practical application, ethical consideration throughout and stakeholder value generated from managerial decision-making. Emphasise on practice based research</p> <p>Unit 3: The foundational discussion</p> <p>C. Formulating a provisional title</p> <p>D. an answerable question in the context of current knowledge.</p> <p>E. formulating a hypothesis</p> <p>F. penning the aims of research</p> <p>The larger research picture</p> <ul style="list-style-type: none"> • description of the topic using gap analysis • identification of research methodology <p>Selecting appropriate analysis methods/tools</p> <ul style="list-style-type: none"> • quantitative and qualitative methods (sampling techniques, data collections, required sample size, and methods of analysis) <p>Unit 4: The final steps towards the Research Proposal</p> <ul style="list-style-type: none"> • Making a detailed plan for all practical activities. • Determine the resources required. • An assessment of the proposal's relevance to current business practices and its potential contributions to both academic literature and practical applications in the field. • Identification of key stakeholders and a plan for engaging them throughout the
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		<p>research process, enhancing the practical relevance and applicability of the findings.</p> <ul style="list-style-type: none">• Evidence of reflective practice, showing how the proposal process contributes to the scholar's personal and professional development as a business leader. <p>Residency is taught as an important preparatory module to prepare to pass the Milestone Assessment. Normally, DBA Coordinator, Supervisor, and Programme Director are involved in communicating the requirements of the Milestone Assessment and helping Scholars to pre-prepare. The Assessment submitted as a part of Residency is evaluated in presence of an external evaluator to provide feedback to students on prospective improvements.</p> <p>The EU Global DBA program leverages a diverse array of digital learning tools to foster student engagement and facilitate flexible, effective learning. The course is designed to be taught asynchronously, complemented by live masterclasses that focus on the practical application of the content studied. This mixed-method approach incorporates a flipped classroom model, allowing students to engage deeply with materials before participating in live discussions.</p> <p>We utilise video conferencing tools such as Zoom and Microsoft Teams to promote real-time interaction and collaboration. Peer/ Faculty reviews and interactions primarily occur on our customised Moodle platform, which serves as the e-campus. Accessible via a browser or app, the Moodle platform requires no special software—only a computer and internet connection are needed.</p> <p>The course content is organised around activity-based, reflective learning methodologies, incorporating discussion forums, readings (including continually updated books and research papers), and research-driven content available 24/7. This structure supports continuous learning and engagement.</p> <p>Weekly activities, interim assessments, and end-of-module evaluations are submitted exclusively through our e-campus, ensuring streamlined communication and feedback; email</p>
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		submissions are not accepted. Students can track their results and feedback through the gradebook feature. To uphold high academic standards, we also employ ethical assessment tools that reinforce integrity throughout the learning process.
11	Explain how this module/unit will be taught.	<p>This unit is taught in asynchronous manner with resources available on e-campus along with live interactive sessions with the module faculty. The assessment structure for this module comprises three distinct types:</p> <ol style="list-style-type: none">1. Weekly Formative Submissions/Discussions: These brief submissions allow scholars to seek progressive feedback from faculty, facilitating continuous improvement and engagement with the course material. They are designed to help students refine their understanding and enhance the quality of their work for subsequent assessments.2. Summative Interim Assessment: This assessment evaluates scholars' progress at a defined midpoint in the module. It encourages a deeper exploration of the content and provides an opportunity for comprehensive feedback, which can be integrated into future work.3. Summative End-of-the-Module Assessment: This final assessment consolidates the learning from the module, requiring scholars to demonstrate their understanding and application of the material comprehensively. The insights gained from weekly submissions and the interim assessment contribute to the quality and depth of this culminating assessment. <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted. All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing</p>



		<p>software, and the learner can be asked for viva to validate the submitted assignment ownership, in case required.</p> <p>Please refer to the Assessment Policy for the rubric for the overall program. The student must pass in individual components and overall.</p>
	Practicum/Dissertation/Final Project	
12	Placement/Work-based learning (if applicable)	NA
13	Reading List	<p>DBA scholars are strongly encouraged to explore a broad spectrum of literature beyond their specific area of focus in order to develop a comprehensive understanding of business management. It is vital to incorporate insights from peer-reviewed journals, business case studies, and industry reports, ensuring that scholars remain well-informed about emerging trends and best practices. While recommended references are provided, at Level 8, it is expected that students will go beyond these sources. Faculty members continuously update the e-campus with relevant and contemporary articles, contributing to the dynamic learning experience.</p> <p>Core Reading List</p> <ol style="list-style-type: none"> 1. Zina, O. (2021). The essential guide to doing your research project. Sage. <p>Supplementary Reading List</p> <ol style="list-style-type: none"> 1. Hyland, K. (2015). Teaching and researching writing. Routledge. 2. McCombes, S. (2019, May 2). How to Write a Research Proposal Guide and Template. Scribbr. https://www.scribbr.com/dissertation/research-proposal/ 3. Robbins, S. P. (2016). Finding your voice as an academic writer (and writing clearly).



		<p>Journal of Social Work Education, 52(2), 133–135. https://doi.org/10.1080/10437797.2016.1151267</p> <p>4. Wallwork, A., & Southern, A. (2020). 100 Tips to Avoid Mistakes in Academic Writing and Presenting. Springer International Publishing. https://doi.org/10.1007/978-3-030-44214-9</p> <p>5. Wong, P. (2002). How to write a research proposal. Dr. Paul T.P. Wong, 5.</p> <p>6. Terrell, S. R. (2022). WRITING A PROPOSAL FOR YOUR DISSERTATION : Guidelines and examples. Guilford.</p> <p>Learners are motivated to read widely from:</p> <ul style="list-style-type: none">• Peer reviewed top Journals like Journal of Writing Research, International Journal of Science and Research• Magazines like Harvard Business Review• Online Platforms and Blogs such as Svenngage, Studymoose.com, LinkedIn• Research databases like EBSCO, Proquest• Publications by APA, Elsevier, Sage, Taylor Francis and other eminent publication houses• Case Studies etc. <p>The above is not an exhaustive list. Further unit-wise readings are shared by faculty via e-campus and are updated at regular intervals.</p> <p>The readings are constantly updated as well.</p>
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1	Title of Module/Title	Literature review for doctoral students
2	Module/Unit Description	<p>This module is structured to support DBA scholars in mastering the literature review process/ evidence-finding with a focus on addressing complex, real-world challenges in business and management. In addition to developing an in-depth understanding of relevant research, students will be guided in constructing a conceptual framework that includes the identification and formulation of critical variables, ensuring their research is both grounded in theory and practically applicable.</p> <p>Through critical analysis and synthesis of existing literature, students will uncover and address significant research gaps, fostering a nuanced understanding of how to position their work within the broader academic and professional landscape. Scholars will learn to build a conceptual model that not only advances theoretical knowledge but also facilitates the resolution of specific business challenges by integrating insights and methodologies from multiple disciplines.</p> <p>The module emphasises strategic thinking, requiring scholars to construct arguments, anticipate practical applications, and envision solutions that contribute to both academic theory and industry practices. In doing so, DBA scholars will be equipped with the analytical, evaluative, and strategic skills necessary for generating meaningful, innovative contributions to business administration that can impact management practice at the highest levels. This comprehensive approach to the literature review ultimately prepares students to make informed, ethical, and strategically sound recommendations that add value across business contexts.</p>
3	Learning Outcomes	



3.1	Competences	<p>This module cultivates a diverse set of competencies crucial for DBA researchers. They will be able to</p> <ul style="list-style-type: none"> A. create a conceptual model by systematically searching and accessing relevant literature from various databases, journals and online libraries B. formulate theoretical frameworks by synthesising the information sourced from different resources to identify the gaps in the literature, and aligning these frameworks with your research questions and objectives to contribute to new knowledge creation. C. construct and design new theoretical models by combining acquired knowledge from various academic sources, demonstrating how these models can be applied to real-world business problems.critically assess and generate new research variables by reflecting on existing literature and identifying areas that require exploration, facilitating the development of innovative solutions to business challenges.
3.2	Knowledge	<p>Upon completion of this module, the students will be able to</p> <ul style="list-style-type: none"> A. generate innovative knowledge and frameworks by building advanced theoretical models, designing a research process that integrates new insights from literature, and directly addressing complex, real-world business challenges. B. develop structured, review-based scholarly writing proficiency through the composition of literature review papers and other academic works that employ a structured review, with particular emphasis on linking theory to practice in business administration. C. master diverse, high-level literature review methodologies, including meta-analysis, PRISMA, and other systematic techniques using AI tools, allowing for a comprehensive, nuanced view of academic and industry-based literature relevant to current business practices. D. synthesise theoretical foundations into actionable conceptual models that contribute



		<p>to both academic and practical domains, demonstrating how theory informs strategic solutions applicable to various business scenarios.</p> <ul style="list-style-type: none"> E. translate complex findings into real-world strategies, applying research insights to formulate business-relevant recommendations, decision-making frameworks, and management strategies. F. critically evaluate and apply ethical standards throughout the research process, ensuring integrity, transparency, and ethical responsibility in conducting and reporting research for a professional business environment. G. advance their practice-based knowledge base by identifying and implementing solutions for specific industry challenges, bridging academic theory with the application needs of business leaders, and contributing to organisational and sectoral improvements. H.
3.3	Skills	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <ul style="list-style-type: none"> A. synthesise and apply theoretical models by integrating empirical evidence and literature to craft solutions to complex, real-world business challenges and develop impactful, evidence-based recommendations. B. design and develop conceptual models and variables that address specific research questions, advancing knowledge in the field and contributing to the theoretical landscape of business administration. C. identify and uphold ethical standards by integrating considerations of integrity, data privacy, and social responsibility throughout the research process, ensuring that research outcomes benefit both academic and business communities ethically. D. formulate actionable strategies that address challenges in business practice, equipping



		<p>scholars to respond effectively to the complex, dynamic issues faced by organisations.</p> <p>E. F.</p>
		<p>Module-Specific Learner Skills (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit the learner will be able to;</p> <p>A. enhance academic writing proficiency by implementing structured analytical approaches in literature reviews, employing various methodologies such as meta-analysis and PRISMA, and leveraging AI tools to support critical synthesis and review accuracy.</p> <p>B. network strategically with peers and industry professionals to foster professional growth, deepen insights, and create valuable collaborative opportunities within their research domain.</p> <p>C. reflect critically on the application of research insights by evaluating how conceptual models and theoretical developments inform and drive real-world solutions, enhancing both individual and organisational effectiveness in business contexts.</p> <p>D. E. resolve real-world challenges by analysing both quantitative and qualitative research to synthesise best results for theoretical contribution.</p>



		<p><i>Module-Specific Digital Skills and Competences</i></p> <p><i>(Over and above those mentioned in Section B)</i></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"> A. analyse the co-author and collaboration analysis through VOS Viewer software. B. integration of research workflow by applying research rabbit software. C. compare different reference management software - Zotero, Endnote and Mendeley for organising and citing the appropriate literature and apply these tools for better database management.
4	MQF Level pegged for this module/unit	<i>Level 8</i>
5	Total Number of ECTS for this module/unit	
6	Hours of Total Learning for this module/unit	<p>Total Contact Hours- 25</p> <p>(Contact Hours are hours invested in learning new content under the direction of a tutor/lecturer (e.g. lectures, participation in online forums))</p>
		<p>Self – Study Hours- 150</p> <p>(Estimated workload of research and study)</p>
		<p>Assessment Hours - 50</p>



		(Examinations/ presentations/group work/ projects, etc.)
		Supervised Placement and Practice Hours- 25 (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)
7	Total Learning Hours for this module/unit.	250
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input checked="" type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online.



		<p>Contact Hours delivered Face to Face</p>
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10	<p>Explain how this module/unit will be taught.</p>	<p>Unit 1: Introduction to literature review, different types of literature review: Systematic literature review, narrative literature review and meta-analysis, significance of different types of literature review methods, importance of literature review for doctoral students</p> <p>Unit 2: Getting started with your literature review: information retrieval by applying proper search engine techniques, mapping and organising the search by using software's</p> <p>Unit 3: Define the scope of literature review, choosing the best literature review method, techniques for critically reading the academic text and evaluate of reliable text without biasness</p> <p>Unit 4: Searching and assessing the evidence base</p> <p>Unit 5: Synthesising and analysing quantitative and qualitative research studies, synthesising and analysing the mixed method</p> <p>Unit 6: Introduction of VOS Viewer for co-authorship and collaborative analysis, keyword co-occurrence analysis, citation analysis and mapping the research landscapes</p> <p>Unit 7: Application of Research Rabbit software for literature search and retrieval, keyword extraction, analysis, reference management, reporting of research results</p> <p>Unit 8: Writing-up, presenting and disseminating your reviews</p> <p>Unit 9: An introduction of tools such as Mendeley, Zotero in advanced search studies</p> <p>Unit 10: Managing and handling large volumes of literature, incorporation of peer review process for improving literature review</p> <p>The EU Global DBA program leverages a diverse array of digital learning tools to foster student engagement and facilitate flexible, effective learning. The course is designed to be taught asynchronously, complemented</p>
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		<p>by live masterclasses that focus on the practical application of the content studied. This mixed-method approach incorporates a flipped classroom model, allowing students to engage deeply with materials before participating in live discussions.</p> <p>We utilise video conferencing tools such as Zoom and Microsoft Teams to promote real-time interaction and collaboration. Peer/ Faculty reviews and interactions primarily occur on our customised Moodle platform, which serves as the e-campus. Accessible via a browser or app, the Moodle platform requires no special software—only a computer and internet connection are needed.</p> <p>The course content is organised around activity-based, reflective learning methodologies, incorporating discussion forums, readings (including continually updated books and research papers), and research-driven content available 24/7. This structure supports continuous learning and engagement.</p> <p>Weekly activities, interim assessments, and end-of-module evaluations are submitted exclusively through our e-campus, ensuring streamlined communication and feedback; email submissions are not accepted. Students can track their results and feedback through the gradebook feature. To uphold high academic standards, we also employ ethical assessment tools that reinforce integrity throughout the learning process.</p>
11	Explain how this module/unit will be taught.	<p>The assessment structure for this module comprises three distinct types:</p> <ol style="list-style-type: none"> Weekly Formative Submissions/Discussions: These brief submissions allow scholars to seek progressive feedback from faculty, facilitating continuous improvement and engagement with the course material. They are designed to help students refine their understanding and enhance the quality of their work for subsequent assessments. Summative Interim Assessment: This



		<p>assessment evaluates scholars' progress at a defined midpoint in the module. It encourages a deeper exploration of the content and provides an opportunity for comprehensive feedback, which can be integrated into future work.</p> <p>3. Summative End-of-the-Module Assessment: This final assessment consolidates the learning from the module, requiring scholars to demonstrate their understanding and application of the material comprehensively. The insights gained from weekly submissions and the interim assessment contribute to the quality and depth of this culminating assessment.</p> <p>Weekly Formative Assessment: Throughout this module, Scholars are motivated to use the excel sheet titled Literature Review Matrix for recording their literature review. An alternative to this can be agreed and approved by their Supervisors and communicated to the module faculty.</p> <p>Week 1: Provides examples of how various types of reviews can impact research in your chosen area of research.</p> <p>Week 2: Identify key research papers in your own area of research using various search techniques.</p> <p>Week 3: Use VOS Viewer for co-authorship and collaborative analysis. Conduct keyword co-occurrence and citation analysis effectively.</p> <p>Week 4: Structure your literature review strategy</p> <p>Week 5: A note on ethical issues and ways of maintaining academic integrity while conducting your literature review.</p>
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		<p>Week 6:</p> <p>Review sample literature reviews from your discipline, in particular related to your topic.</p> <p>Draft a structured outline for their literature review</p> <p>Week 7: Critically review literature - their theoretical underpinning and conceptual models studied in those research papers. You are motivated to use the Literature review Matrix while reading these papers.</p> <p>Summative Interim Assessment: Format: Systematic Search and Preliminary Synthesis Report Type: Individual Assessment Words: 2000</p> <p>Submission: 5th week</p> <p>Weightage: 20% Submission: Online via e-campus</p> <p>Assessment Task:</p> <p>Systematic Search Strategy (20%): Students will submit a detailed report of their search strategy, including:</p> <ul style="list-style-type: none"> • Databases used (e.g., Scopus, Web of Science, PubMed, etc.) • Keywords, Boolean operators, and filters applied • Inclusion and exclusion criteria • Rationale for choosing these strategies <p>Preliminary Synthesis of 10-15 Sources (80%):</p> <ul style="list-style-type: none"> • Summarise 10-15 of the most relevant articles found in the search using a literature review matrix or other structured template. • For each source, include: <ul style="list-style-type: none"> ○ Summary of key findings ○ Research gaps identified ○ Evaluation of the source's contribution
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		<p>to the field</p> <ul style="list-style-type: none"> ○ Relevance to your doctoral research <p>Summative End-of-the-module assessment</p> <p>Format: Comprehensive literature review</p> <p>Type: Individual Assessment</p> <p>Words:</p> <p>6000 words, excluding bibliography, tables</p> <p>Submission: 2 weeks after completion of this module</p> <p>Weightage: 20%</p> <p>Submission: Online via e-campus</p> <p>Assessment Task: Submit a comprehensive literature review of 6000 words synthesising and analysing at least 30 academic sources (including peer-reviewed journal articles, books, and other relevant literature).</p> <p>The review should:</p> <ul style="list-style-type: none"> • Demonstrate mastery of the different types of literature review (systematic, narrative, meta-analysis) as relevant to the topic. • Critically evaluate quantitative and qualitative studies, as well as mixed-methods research. • Discuss the relevance of selected literature to your research topic and objectives. • Highlight existing research gaps and propose areas for further study. <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva</p>
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		to validate the submitted assignment ownership, in case required.
	Practicum/Dissertation/Final Project	
12	Placement/Work-based learning (if applicable)	NA



13	Reading List	<p>DBA scholars are strongly encouraged to explore a broad spectrum of literature beyond their specific area of focus in order to develop a comprehensive understanding of business management. It is vital to incorporate insights from peer-reviewed journals, business case studies, and industry reports, ensuring that scholars remain well-informed about emerging trends and best practices. While recommended references are provided, at Level 8, it is expected that students will go beyond these sources. Faculty members continuously update the e-campus with relevant and contemporary articles, contributing to the dynamic learning experience.</p> <p>Core Reading List</p> <p>1. Booth, A., Sutton, A. & Papaioannou, D., 2021. <i>Systematic Approaches to a Successful Literature Review</i>. s.l.:Sage.</p> <p>2. Fink, A., 2022. <i>Conducting Research Literature Reviews: From the Internet to Paper</i>. s.l.:SAGE Publications Inc.</p> <p>3. Machi, L. A. & McEvoy, B. T., 2021. <i>The Literature Review: Six Steps to Success</i>. s.l.:Corwin.</p> <p>Supplementary Reading List</p> <p>1. 2. Cooper, H., Hedges, L. V. & Valentine, J. C., 2019. <i>The Handbook of Research Synthesis and Meta-Analysis</i>. s.l.:Russell Sage Foundation.</p> <p>3. Carpenter, A. and Wilson, R., 2022. A systematic review looking at the effect of entrepreneurship education on higher education student. <i>The International Journal of Management Education</i>, 20(2), p.100541.</p> <p>4. Jeyaraj, A. and Dwivedi, Y.K., 2020. Meta-analysis in information systems research: Review and recommendations. <i>International Journal of Information Management</i>, 55, p.102226.</p>
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Sub-Section D – Module D # [DOC 106]

1	Title of Module/Title	Advanced Research Methodology
2	Module/Unit Description	<p>The aim of this module is to provide the in-depth exploration of the research methodologies, theories and the philosophical underpinnings related to the research under question and the ways to align the entire research methodology to answer research questions in a manner that provides recommendations also considering business stakeholders acceptability. This module will provide an in-depth exploration of the essential components of research design, which include formulating research questions, constructing hypotheses, identifying research objectives, selecting appropriate methodologies, understanding research types, and determining effective sampling strategies. By building a robust foundation in these core areas, this module equips DBA scholars with the analytical skills and conceptual knowledge required for advanced study in both quantitative and qualitative research methods. This foundational expertise not only prepares scholars to design rigorous, impactful research but also enables them to address complex, real-world business challenges through methodologically sound inquiry in subsequent modules.</p> <p>This module will help the students in assessing the research in the real world and which theories, models and sampling designs are applicable as per nature of research. This module will be taught in the second stage</p> <p>This module will cultivate the critical thinking and problem-solving abilities in the research students which will help them in clearly formulating their research questions and hypotheses and they will be clear with the type of methodologies needed to be used during the research process. Scholars will be able to correlate research topics, questions, methodology, possible outcomes, and application to practice and value to stakeholders. This clarification sets the stage for further data collection stage, and before moving to data collection stage, the Scholars are required to have an absolute clarity on their chosen Research Methodology.</p>



3	Learning Outcomes	
3.1	Competences	<p>This module cultivates a diverse set of competencies crucial for DBA researchers. They will be able to</p> <ul style="list-style-type: none"> A. critically evaluate the different types of research models, methodologies and philosophical perspectives related to business administration, ensuring a comprehensive understanding of how these elements inform research design and execution. B. assess and formulate the entire research process based on the research problems identified within the context of business administration, considering the implications of various methodologies on practical applications. C. compare the strengths and weaknesses of different research processes, models and philosophies, and they can judge the best one for their research, within the context of business administration, considering the implications of various methodologies on practical applications. D. comprehend their ethical awareness, principles and philosophies essential during the entire research process, ensuring adherence to ethical standards and practices relevant to business research.
3.2	Knowledge	<p>At the end of the module/unit the learner will be able to:</p> <ul style="list-style-type: none"> A. adapt philosophical frameworks that can shape the research design, process and interpretation of the research study within the context of business administration, demonstrating an advanced understanding of their implications for effective inquiry. B. build up on their knowledge and application of research design, evaluating the different components of research design required for their research study, ensuring alignment with both theoretical frameworks and practical applications in business settings. C. assess and make sense of the numbers and sampling process, sampling units, unit of analysis and time horizons, demonstrating the ability to apply sophisticated analytical skills to inform decision-making in business administration research.



		<p>D. integrate theoretical and empirical insights to construct robust conceptual frameworks that inform their research and effectively address real-world business challenges.</p> <p>E. create new knowledge by formulating innovative models and designing research processes that contribute to literature advancement and practical application in business administration.</p> <p>F. adapt ethical considerations throughout the research process, ensuring integrity and responsibility in their research endeavours, thereby contributing to the advancement of knowledge in the field.</p>
3. 3	Skills	<p>At the end of the module/unit the learner will be able to:</p> <p>A. enhance critical thinking and analytical skills related to the research methodologies and philosophies, enabling informed decision-making in business contexts.</p> <p>B. develop expertise in methodological foundations and ethical considerations required in research and business.</p> <p>C. engage more in reflective practices along with peers in group forums, fostering improved communication skills and collaborative learning experiences that enhance overall research effectiveness.</p>
		<p>Module-Specific Learner Skills (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit the learner will be able to;</p> <p>A. formulate the research questions and hypothesis and selection of methods effective for their research that align with their study objectives in business administration.</p> <p>B. assess and evaluate the integration of research philosophies and how those philosophies can be integrated in their research.</p> <p>C. analyse the importance of interdisciplinary engagement required in the research process and how interdisciplinary engagement can be beneficial to advancement in their professional career as a manager.</p>



		<p>Module-Specific Digital Skills and Competences</p> <p><i>(Over and above those mentioned in Section B)</i></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"> A. create interactive dashboards, charts, graphs for meaningful representations using Power BI or R or similar tools. B. work on different types of survey and other experiment design software such asQualtrics.
4	MQF Level pegged for this module/unit	Level 8
5	Total Number of ECTS for this module/unit	
6	Hours of Total Learning for this module/unit	<p>Total Contact Hours- 25</p> <p>(Contact Hours are hours invested in learning new content under the direction of a tutor/lecturer (e.g. lectures, participation in online forums))</p>
		<p>Self – Study Hours- 150</p> <p>(Estimated workload of research and study)</p>
		<p>Assessment Hours - 50</p> <p>(Examinations/ presentations/group work/ projects, etc.)</p>
		<p>Supervised Placement- - 25 and Practice Hours</p>



		(During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)
7	Total Learning Hours for this module/unit.	250
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input checked="" type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online



CURRICULUM – Doctorate Of Business Administration

Contact Hours delivered Face to Face



10	<p>Explain how this module/unit will be taught.</p>	<p>Unit 1: Introduction to research design and Philosophical foundations: Importance of research design, research methodologies, ethical considerations, philosophical perspectives in research design, Philosophical theories- positivism, interpretivism and critical theory</p> <p>Unit 2: Research models, theories and research questions</p> <p>Unit 3: Nature of qualitative and quantitative research, characteristics of qualitative and quantitative research, experimental and non-experimental research designs, types of qualitative research design</p> <p>Unit 4: Sampling strategies in research process, interpretation and validity in research process</p> <p>Unit 5: Mixed method research, different techniques for integrating the qualitative and quantitative research</p> <p>Unit 6: New advanced topics in research design: experimental design and control, longitudinal and cross-sectional studies, benefits and shortcomings of research designs</p> <p>Unit 7: Data management, primary data, secondary data, organising and storing research data safely</p> <p>Unit 8: How technology affecting research process, traditional research paradigms and their critiques</p> <p>Unit 9: Participation in research seminars, collaborations and importance of team building and teamwork in research</p> <p>The EU Global DBA program leverages a diverse array of digital learning tools to foster student engagement and facilitate flexible, effective learning. The course is designed to be taught asynchronously, complemented by live masterclasses that focus on the practical application of the content studied. This mixed-method approach incorporates a flipped classroom model, allowing students to engage deeply with materials before participating in live discussions.</p> <p>We utilise video conferencing tools such as Zoom and Microsoft Teams to promote real-time interaction and collaboration. Peer/ Faculty reviews and interactions primarily occur on our customised Moodle platform, which serves as the e-campus.</p>
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		<p>Accessible via a browser or app, the Moodle platform requires no special software—only a computer and internet connection are needed.</p> <p>The course content is organised around activity-based, reflective learning methodologies, incorporating discussion forums, readings (including continually updated books and research papers), and research-driven content available 24/7. This structure supports continuous learning and engagement.</p> <p>Weekly activities, interim assessments, and end-of-module evaluations are submitted exclusively through our e-campus, ensuring streamlined communication and feedback; email submissions are not accepted. Students can track their results and feedback through the gradebook feature. To uphold high academic standards, we also employ ethical assessment tools that reinforce integrity throughout the learning process.</p>
11	Explain how this module/unit will be taught.	<p>Identify and describe the digital learning tools being used for the assessment chosen and indicate the pass mark.</p> <p>The assessment structure for this module comprises three distinct types:</p> <ol style="list-style-type: none"> 1. Weekly Formative Submissions/Discussions: These brief submissions allow scholars to seek progressive feedback from faculty, facilitating continuous improvement and engagement with the course material. They are designed to help students refine their understanding and enhance the quality of their work for subsequent assessments. 2. Summative Interim Assessment: This assessment evaluates scholars' progress at a defined midpoint in the module. It encourages a deeper exploration of the content and provides an opportunity for comprehensive feedback, which can be integrated into future work. 3. Summative End-of-the-Module Assessment: This final assessment consolidates the learning from the module, requiring scholars to demonstrate their understanding and application of the material comprehensively. The insights gained from weekly submissions and the interim assessment contribute to the quality and depth of this culminating assessment. <p>Weekly Formative Assessment: Week 1: Critically evaluate various research approaches that are available for solving a problem in your research.</p> <p>Justify the choice of research design, strategy and choice of research method.</p> <p>Week 2: Identify appropriate methods for gathering data that aligns with the research design. Critically evaluate these for suitability into your research.</p> <p>Week 3: Justify a data collection method for your research. Reflect if the chosen method is viable in terms of reliability and validity of research.</p>



		<p>Week 4 and 5: Conduct a simple quantitative data analysis and make meaningful interpretations. Review if you employ quantitative analysis into your research, what kind of data can you collect, aim to arrange some related data for class purposes; identify variables- dependant, independent, intervening, moderator, control and extraneous variables; develop hypothesis; Evaluate various statistical test for a given scenario and justify the chosen test; Test the hypothesis with the most appropriate and draw meaningful conclusions.</p> <p>Week 6&7: Conduct a simple qualitative data analysis. Evaluate the range, challenges, validity & reliability of qualitative approaches that are available for undertaking qualitative research. Review which qualitative approach would you use if you would employ this methodology in your research and how will you proceed with it?</p> <p>Week 8: Appreciate the importance of research ethics challenges associated with your chosen research approach and ways to address them and its contribution to generation of new knowledge and application to practice.</p> <p>Develop an argument and counter arguments on the ethical issues related to data collection, storage, analysis and reporting.</p> <p>Summative Interim Assessment:</p> <p>Format: Draft Research Methodologies Chapter (90%) & Presentation (10%)</p> <p>Type: Individual Assessment</p> <p>Words: 3000 Presentation: 10 Slides excluding references. You can expect a presentation of around 7 minutes, followed by questions and discussions on the way forward.</p> <p>Submission: 1 week after the completion of this module</p> <p>Weightage: 20% Submission: Online via e-campus</p> <p>Assessment Task:</p> <p>A draft research methodology chapter including philosophical underpinning of discipline independent research, and details of research methods and techniques planned in your research.</p> <p>Summative end-of-the-module Assessment: Format: Second Draft Research Methodologies Chapter (90%) & Presentation (10%)</p> <p>Type: Individual Assessment</p> <p>Words: 6000 Presentation: 10 Slides excluding references. You can expect a presentation of around 7 minutes, followed by questions and discussions on the way forward.</p>
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		<p>Submission: 8 weeks after the completion of this module</p> <p>Weightage: 80%</p> <p>Submission: Online via e-campus</p> <p>Assessment Task:</p> <p>A draft research methodology chapter including philosophical underpinning of discipline independent research, and details of research methods and techniques planned in your research.</p> <p>Critically evaluate and justify selection of chosen Research Philosophy and Paradigm, Research Design- qualitative/ quantitative/ mixed, Research Strategy, Sampling Design and Participants, Data Collection Methods, Data Analysis Methods, Ethical Considerations, Reliability and Validity, limitations and conclusion.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted. All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership, in case required.</p>
	Practicum/Dissertation/Final Project	



12	Placement/Work-based learning	NA
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13	Reading List	<p>DBA scholars are strongly encouraged to explore a broad spectrum of literature beyond their specific area of focus in order to develop a comprehensive understanding of business management. It is vital to incorporate insights from peer-reviewed journals, business case studies, and industry reports, ensuring that scholars remain well-informed about emerging trends and best practices. While recommended references are provided, at Level 8, it is expected that students will go beyond these sources. Faculty members continuously update the e-campus with relevant and contemporary articles, contributing to the dynamic learning experience.</p> <p>Core Reading List</p> <p>1. Creswell, J. W. & Creswell, J. D., (2023) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. 6th ed. s.l.:Sage.</p> <p>Saunders, M., Lewis, P., and Thornhill, A. (2019) <i>Research Methods for Business Students</i>. 8th edn. Harlow: Pearson Education Limited.</p> <p>2. Supplementary Reading List</p> <p>1. Bergmann, J. (2024). Research Philosophy, Methodological Implications, and Research Design. In: <i>At Risk of Deprivation. Studien zur Migrations- und Integrationspolitik</i>. Springer VS, Wiesbaden</p> <p>2. Mbanaso, U.M., Abrahams, L. and Okafor, K.C., (2023) Research philosophy, design and methodology. In <i>Research Techniques for Computer Science, Information Systems and Cybersecurity</i> (pp. 81-113). Cham: Springer Nature Switzerland.</p> <p>3. Strijker, D., Bosworth, G. and Bouter, G., (2020) Research methods in rural studies: Qualitative, quantitative and mixed methods. <i>Journal of Rural Studies</i>, 78, pp.262-270.</p> <p>4. Panhwar, A.H., Ansari, S. and Shah, A.A., (2017) Post-positivism: An effective paradigm for social and educational research. <i>International Research Journal of Arts and Humanities</i>, 45(45), pp.253-259.</p>
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Sub-Section D – Module D # [RES 104]

1	Title of Module/Title	Academic Publication
2	Module/Unit Description	<p>The academic publication and rigour is most important for the DBA students. This residency is specifically designed to provide the essential skills and knowledge to the students to navigate the academic publication process. Successfully teaching and learning in this module will let them be aware about the different journals and book chapter publication criteria.</p> <p>This module will be taught in the second stage, and it will be the right time to start their research paper writing essential for completing the doctoral research course. They will get the knowledge of different types of academic publication outlets where they can publish their work after the peer-review initiated by the journal.</p> <p>This residency will also get them aware about different types of academic publication as it is not limited up to journal publication only. They can draft more academic papers and case studies for case-based journals, indexed books, conference proceedings, research journals, literature review-based journals etc. They will also get the knowledge of different types/categories of academic papers, formatting requirements, authors guidelines, review process and the like.</p> <p>This residency will be followed by a Scholars' research conclave which will be chaired by externals who possess experience as editorial members of the Journals. This is mandatory for all Scholars to present their work to date in the Conclave to comprehend feedback and advancements recommended by the panel.</p> <p>Scholars will be motivated to publish their Literature Review/ articles/ Chapters in the Journals. Scholars whose work requires substantial improvement are recommended to work with their Supervisors before the final Research proposal defense (Milestone 2) as the Scholars cannot progress to the Dissertation stage if they do not clear Milestone 2. Hence, this residency not only allows learners to understand the wider community expectation of research outcome, but also provides publication opportunity, or an</p>



		opportunity to get extended feedback which is expected to be incorporated in Milestone 2.
3	Learning Outcomes	
3.1	Competences	<p>At the end of the module/unit the learner will acquire necessary competencies related to academic publication and they will be able to:</p> <ul style="list-style-type: none"> A. analyse the different types/categories of journals and prepare your manuscript as per the requirements of one of the selected journals. B. develop a comprehensive strategy post evaluating the impact factor, cite score and indexing of the journals, , ensuring informed decision-making for manuscript submission that enhances research visibility and credibility. C. construct a detailed action plan to address the strengths and weaknesses related to their manuscript and how to make it publishable and communicate effectively to the target readers. D. Formulate a strategy for disseminating their published research on various social media platforms, such as LinkedIn, ResearchGate, and Google Scholar, aimed at maximising visibility, engagement, and the impact of their research work.
3.2	Knowledge	<p>At the end of the module/unit the learner will be able to:</p> <ul style="list-style-type: none"> A. implement new knowledge about manuscript preparation, including the dos and don'ts, to ensure compliance with academic standards and journal requirements. B. evaluate the influence of international conferences on enhancing publication opportunities and presentation skills, formulating strategies to leverage these experiences for academic and professional growth. C. examine and articulate a comprehensive understanding of knowledge about plagiarism and ethical consideration while preparing academic manuscript for the publication, including the responsible use of tools such as ChatGPT and artificial intelligence in scholarly writing.



<p>3. 3</p>	<p>Skills</p>	<p>At the end of the module/unit the learner will be able to:</p> <ul style="list-style-type: none"> A. develop a publication strategy by selecting appropriate journal and do publication planning to allow their work to reach target readers. B. interpret the opinions while answering the feedback of the reviewers checking the manuscripts C. improve collaboration and communication with colleagues, supervisors, and faculty members so that collaborative research is fruitful in terms of effectively communicating the findings. <p>Module-Specific Learner Skills (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none"> A. critically analyse the peer-review process required for rigorous research and relevance of validity, this will be implied in business decision making as well/ B. engage more with academic communities and discuss research and collaboration, spreading the findings and seeking productive feedback, also relevant as a process of seeking feedback for managerial decisions. C. learn about dealing with rejections and handle rejections and revisions in academic publication, also strengthening this scenario in business dealings. <p>Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"> A. create profile over researchgate, google scholar, orcid and Scopus and update the published research papers for more visibility and citations B. assess the papers through portals of Sage, Emerald, Wiley and Taylor and Francis to align the manuscripts as per journals.
<p>4</p>	<p>MQF Level pegged for this module/unit</p>	<p>Level 8</p>



5	Total Number of ECTS for this module/unit	125
6	Hours of Total Learning for this module/unit	<div>Total Contact Hours- 12</div> <div>(Contact Hours are hours invested in learning new content under the direction of a tutor/lecturer (e.g. lectures, participation in online forums))</div> <div>Self – Study Hours-</div> <div>76</div> <div>(Estimated workload of research and study)</div> <div>Assessment Hours - 25</div> <div>(Examinations/ presentations/group work/ projects, etc.)</div> <div>Supervised Placement- and Practice Hours 12</div> <div>(During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)</div>
7	Total Learning Hours for this module/unit.	75
8	Mode of Delivery	<div><input type="checkbox"/> 100% Face to Face</div> <div><input checked="" type="checkbox"/> 100% Online</div> <div><input type="checkbox"/> Blended Learning</div> <div>Point D9 is required to be filled in.</div> <div><input type="checkbox"/> Work Based Learning</div>



9	Blended Learning	Contact Hours delivered online.
		Contact Hours delivered Face to Face



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10	<p>Explain how this module/unit will be taught.</p>	<p>Unit 1: Introduction to academic publication: Impact of academic publication on research visibility and credibility, role of academic publication in careers, types of academic publication</p> <p>Unit 2: Preparation of academic manuscript: Structuring the paper as per journal format, structured and unstructured abstract, writing technique for showing the literature review and data analysis</p> <p>Unit 3: Understanding the peer-review process: purpose and principle of peer-review process, significance of peer-review process, Keywords significance for identifying the reviewers</p> <p>Unit 4: Ethics in academic publication: Plagiarism issues in publication, how ChatGPT and artificial intelligence affecting the academic writing</p> <p>Unit 5: Types of academic research papers: literature review based paper, empirical paper, case-methodology based paper, case studies, book chapters, mini-reviews, perspective paper, conceptual paper, conference paper</p> <p>Unit 6: Significance of copyright and permissions in academic research</p> <p>Unit 7: Online portals for researchers- Research-gate, Google Scholar, Web of science, Scopus Database, Australian Business Dean Council Indexed Journals, Orcid, and SSRN</p> <p>Unit 8: Grammar and language corrections in academic manuscript, drafting guidelines and settings</p> <p>Unit 9: Understanding journal metrics including citation indices and impact factor, how to target high-impact journals</p> <p>The EU Global DBA program leverages a diverse array of digital learning tools to foster student engagement and facilitate flexible, effective learning. The course is designed to be taught asynchronously, complemented by live masterclasses that focus on the practical application of the content studied. This mixed-method approach incorporates a flipped classroom model, allowing students to engage deeply with materials before participating in live discussions.</p> <p>We utilise video conferencing tools such as Zoom and Microsoft Teams to promote real-time interaction and collaboration. Peer/</p>
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		<p>Faculty reviews and interactions primarily occur on our customised Moodle platform, which serves as the e-campus. Accessible via a browser or app, the Moodle platform requires no special software—only a computer and internet connection are needed.</p> <p>The course content is organised around activity-based, reflective learning methodologies, incorporating discussion forums, readings (including continually updated books and research papers), and research-driven content available 24/7. This structure supports continuous learning and engagement.</p> <p>Weekly activities, interim assessments, and end-of-module evaluations are submitted exclusively through our e-campus, ensuring streamlined communication and feedback; email submissions are not accepted. Students can track their results and feedback through the gradebook feature. To uphold high academic standards, we also employ ethical assessment tools that reinforce integrity throughout the learning process.</p>
11	Explain how this module/unit will be taught.	<p>Identify and describe the digital learning tools being used for the assessment chosen and indicate the pass mark.</p> <p>Additionally, add detail specific to the assessment, such word count, duration, etc.</p> <p>Assessments</p> <p>This unit is taught in asynchronous manner with resources available on e-campus along with live interactive sessions with the module faculty.</p> <p>The assessment structure for this module comprises three distinct types:</p> <ol style="list-style-type: none"> 1. Weekly Formative Submissions/Discussions: These brief submissions allow scholars to seek progressive feedback from faculty, facilitating continuous improvement and engagement with the course material. They are designed to help students refine their understanding and enhance the quality of their work for subsequent assessments. 2. Summative Interim Assessment: There is no interim assessment in this residency. 3. Summative End-of-the-Module Assessment: This final assessment consolidates the learning from the module, requiring scholars to demonstrate their understanding and application of the material comprehensively. The insights gained from weekly submissions and the interim assessment contribute to the quality and depth of this culminating assessment. <p>Weekly Formative Assessment:</p> <p>Week 1: Identifying relevant Journals where Scholars would like to aim publication of their work.</p> <p>Week 2: Understanding the publication formatting requirements and submission guidelines. Writing a brief note on how formatting is different from Harvard</p>



		<p>formatting style.</p> <p>Week 3 & 4: Finalising Proposal presentation PPT and submitting the same for presentation in Conclave. This will allow them to seek wider feedback in addition to the Academic Board of EU Global.</p> <p>There is no interim assessment in this residency.</p> <p>End-of-the-module Assessment: Format: Presentation of Research Proposal along with proposal submission</p> <p>Type: Individual Assessment</p> <p>Words: 8000 Presentation: 10 Slides excluding references. You can expect a presentation of around 7 minutes, followed by questions and discussions on the way forward.</p> <p>Submission: 4th week of this module</p> <p>Weightage: 100% Submission: Online via e-campus and presentation</p> <p>Assessment Task: Scholars are required to present in front of conclave chairs and present audiences and seek feedback on their research before the final submission of research proposal and defense.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted. All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership, in case required.</p>
	Practicum/Dissertation/ Final Project	



12	Placement/Work-based learning	NA
13	Reading List	<p>DBA scholars are strongly encouraged to explore a broad spectrum of literature beyond their specific area of focus in order to develop a comprehensive understanding of business management. It is vital to incorporate insights from peer-reviewed journals, business case studies, and industry reports, ensuring that scholars remain well-informed about emerging trends and best practices. While recommended references are provided, at Level 8, it is expected that students will go beyond these sources. Faculty members continuously update the e-campus with relevant and contemporary articles, contributing to the dynamic learning experience.</p> <p>Core Reading List</p> <ol style="list-style-type: none"> 1. Day, R. A. & Gastel, B., 2021. <i>How to Write and Publish a Scientific Paper</i>. 8th ed. s.l.:Cambridge University Press. 2. Martin, D. E. & Emerson, R. M., 2017. <i>Publishing in the Social Sciences and Humanities: A Practical Guide</i>. 2nd ed. s.l.:Cambridge University Press. <p>Supplementary Reading List</p> <ol style="list-style-type: none"> 1. Paltridge, B., 2017. Ethical Issues in Publishing in English for Academic Purposes: What Postgraduate Students and Their Supervisors Must Know. <i>Journal of English for Academic Purposes</i>. 2. Buono, A. F. & Starke, F., 2018. Publishing in Management Journals: An Exploratory Analysis of the Use of Multivariate Techniques. <i>Journal of Management Inquiry</i>. 4. Lund, B.D., Wang, T., Mannuru, N.R., Nie, B., Shimray, S. and Wang, Z., 2023. ChatGPT and a new academic reality: Artificial



		<p>Intelligence-written research papers and the ethics of the large language models in scholarly publishing. Journal of the Association for Information Science and Technology, 74(5), pp.570-581.</p> <p>5. Zhu, J. and Liu, W., 2020. A tale of two databases: The use of Web of Science and Scopus in academic papers. Scientometrics, 123(1), pp.321-335.</p>
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Sub-Section D – Module D # [RES 105]

1	Title of Module/Title	Data Collection
2	Module/Unit Description	<p>This module on Data Collection and Methods is essential for DBA students as it is an imperative beginning point for the creation of new knowledge and its application to real-world business practices.</p> <p>The module introduces scholars to various data collection techniques and methods, crucial for designing and conducting empirical research in business administration. It emphasises the importance of gathering reliable and valid data, which serves as the foundation for analysing business problems and informing strategic decisions.</p> <p>A key component of the module is its focus on ethical considerations, ensuring scholars understand the importance of handling data responsibly, especially in sensitive business contexts.</p> <p>The module also covers data cleaning and preprocessing, enabling scholars to ensure the accuracy of their analyses, which is critical for producing credible research results. Since the module is delivered during the dissertation phase, it directly supports scholars in collecting the data required for their Dissertation, allowing them to contribute to new business insights and innovations. Through a practical approach, this module bridges theoretical knowledge with the empirical demands of real-world business administration research.</p>
3	Learning Outcomes	



3.1	Competences	<p>At the end of the module/unit the learner will have acquire the competencies of data collection and will be able to:</p> <ul style="list-style-type: none">A. design the data collection strategies and techniques in alignment with their research questions and hypotheses that helps provide solutions to the business problems.B. propose innovative approaches by critically evaluating data collection methods and sources, assessing their appropriateness for the research objectives and their contribution to new knowledge in business practices.C. design a plan to address the ethical guidelines and best practices in data handling, navigate ethical challenges associated with data collection in organisational and business environments.D. compile and synthesise the data to address issues related to data cleaning, preprocessing and documentation, ensuring the accuracy and reliability necessary for meaningful analysis in business decision-making contexts.
3.2	Knowledge	<p>At the end of the module/unit the learner will be able to:</p> <ul style="list-style-type: none">A. adapt more in-depth knowledge about primary and secondary data resources, understanding their relevance, strengths, and limitations in the context of business research.B. formulate innovative techniques related to data validation, data cleaning and particularly data security, ensuring that data integrity is maintained throughout the research process.C. make informed decisions by comparing the limitations and biases related to different types of data source, evaluating how these factors may affect research outcomes and contribute to bias in business administration studies.D. demonstrate a strong ethical commitment by ensuring compliance with data protection regulations and ethical standards during the



		data collection process, thereby safeguarding the rights and privacy of participants.
3.3	Skills	<p>At the end of the module/unit the learner will be able to:</p> <ul style="list-style-type: none"> A. create and refine research designs, formulate hypotheses, and develop data collection techniques that push the boundaries of current business research methodologies. B. develop innovative solutions for ethical challenges and data quality issues, crafting strategies to address these concerns effectively within business administration research. C. integrate emerging methods and technologies in business administration research, adapting and creating new approaches to reflect recent trends and advancements in the field. D.
		<p>Module-Specific Learner Skills (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none"> A. synthesise and interpret complex datasets to improve data literacy, demonstrating the ability to extract meaningful insights for advanced business administration research. B. design and adapt more on the learning related to reliability and validity of data collection techniques, contributing to the development of more robust research frameworks in business contexts. C. justify and create ethical guidelines and strategies for managing data collection, confidentiality, and consent, with a focus on applying these principles creatively to real-world business research challenges.



		<p><i>Module-Specific Digital Skills and Competences</i></p> <p><i>(Over and above those mentioned in Section B)</i></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"> A. create, analyse and distribute questionnaires by using software- Qualtrics, SurveyMonkey and learn more about data analysis and employing these tools for business decisions. B. compare the results by doing software analysis through R /SPSS or similar.
4	MQF Level pegged for this module/unit	<i>Level 8</i>
5	Total Number of ECTS for this module/unit	
6	Hours of Total Learning for this module/unit	<p>Total Contact Hours-</p> <p>25</p> <p>(Contact Hours are hours invested in learning new content under the direction of a tutor/lecturer (e.g. lectures, participation in online forums))</p>
		<p>Self – Study Hours-</p> <p>150</p> <p>(Estimated workload of research and study)</p>
		<p>Assessment Hours -</p> <p>50</p> <p>(Examinations/ presentations/group work/ projects, etc.)</p>



		<p>Supervised Placement- and Practice Hours</p> <p>25</p> <p>(During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)</p>
7	Total Learning Hours for this module/unit.	250
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input checked="" type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online.



		<p>Contact Hours delivered Face to Face</p>
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10	<p>Explain how this module/unit will be taught.</p>	<p>Unit 1: Introduction and importance of data collection techniques, ethical considerations in data collection</p> <p>Unit 2: Primary and secondary data, different types of data sources</p> <p>Unit 3: Various methods of data collection- Experimental data design and sampling technique, Questionnaire designing and validation</p> <p>Unit 4: Different types of tools and techniques related to data collection-Software for collection of data, mobile and website data collection techniques</p> <p>Unit 5: Ethics in data collection: Ethics issues in collection of data, data confidentiality, legal and regulatory frameworks</p> <p>Unit 6: Data analysis and documentation: Getting data ready for analysis, how to manage data</p> <p>Unit 7: Data transformation and data labelling</p> <p>Unit 8: Case studies and practical assignments on data collection</p> <p>The EU Global DBA program leverages a diverse array of digital learning tools to foster student engagement and facilitate flexible, effective learning. The course is designed to be taught asynchronously, complemented by live masterclasses that focus on the practical application of the content studied. This mixed-method approach incorporates a flipped classroom model, allowing students to engage deeply with materials before participating in live discussions.</p> <p>We utilise video conferencing tools such as Zoom and Microsoft Teams to promote real-time interaction and collaboration. Peer/ Faculty reviews and interactions primarily occur on our customised Moodle platform, which serves as the e-campus. Accessible via a browser or app, the Moodle platform requires no special software—only a computer and internet connection are needed.</p> <p>The course content is organised around activity-based, reflective learning methodologies, incorporating discussion forums, readings (including continually</p>
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		<p>updated books and research papers), and research-driven content available 24/7. This structure supports continuous learning and engagement.</p> <p>Weekly activities, interim assessments, and end-of-module evaluations are submitted exclusively through our e-campus, ensuring streamlined communication and feedback; email submissions are not accepted. Students can track their results and feedback through the gradebook feature. To uphold high academic standards, we also employ ethical assessment tools that reinforce integrity throughout the learning process.</p>
11	Explain how this module/unit will be taught.	<p>The assessment structure for this module comprises three distinct types:</p> <ol style="list-style-type: none"> 1. Weekly Formative Submissions/Discussions: These brief submissions allow scholars to seek progressive feedback from faculty, facilitating continuous improvement and engagement with the course material. They are designed to help students refine their understanding and enhance the quality of their work for subsequent assessments. 2. Summative Interim Assessment: This assessment evaluates scholars' progress at a defined midpoint in the module. It encourages a deeper exploration of the content and provides an opportunity for comprehensive feedback, which can be integrated into future work. 3. Summative End-of-the-Module Assessment: This final assessment consolidates the learning from the module, requiring scholars to demonstrate their understanding and application of the material comprehensively. The insights gained from weekly submissions and the interim assessment contribute to the quality and depth of this culminating assessment. <p>Weekly Formative Assessment: Week 2: Sampling Strategy and Population Develop a detailed sampling strategy that outlines:</p> <ol style="list-style-type: none"> 1. Your target population. 2. Sampling methods (e.g., random, stratified, purposive). 3. Sample size and justification for your choice. <p>Week 4: Submission - Data Collection Instruments Submit drafts of your data collection instruments (e.g., surveys, interview questions, or observation protocols). Provide a brief explanation of why these specific instruments were</p>



		<p>chosen and how they align with your research questions.</p> <p>Week 5: Ethical Considerations and Consent Process Prepare a research ethics submission that includes a discussion of:</p> <ol style="list-style-type: none"> 1. Ethical issues relevant to your data collection process. 2. Strategies for ensuring informed consent. 3. Steps for maintaining confidentiality and data security. <p>Week 6: Data Collection Protocols and Timetable Develop a data collection protocol that includes:</p> <ol style="list-style-type: none"> 1. Detailed steps for collecting data. 2. Timeline for data collection (when and how each stage will occur). 3. Resources needed and contingency planning for potential issues. <p>Week 7: Data Management Plan Submit a data management plan outlining how you will organise, store, and secure your data. This should include:</p> <ol style="list-style-type: none"> 1. How you will ensure data confidentiality. 2. The tools/software you will use for data storage. 3. Methods for data cleaning and preparation for analysis. <p>Summative Interim Assessment: Format: Draft Research Data Collection Methodology (90%) & Presentation (10%) Type: Individual Assessment Words: 3000 Presentation: 10 Slides excluding references. You can expect a presentation of around 7 minutes, followed by questions and discussions on the way forward. Submission: 1 week after the completion of this module Weightage: 20% Submission: Online via e-campus Assessment Task: Draft Research Data Collection Methodology, including: <ul style="list-style-type: none"> ● Overview of the methodology (qualitative, quantitative, or mixed methods). ● Detailed description of the sampling strategy, data collection instruments, and procedures. ● Discussion of ethical considerations and data management. </p>
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		<ul style="list-style-type: none"> Any pilot study insights and refinements made to the instruments. Application to Practice <p>Summative end-of-the-module Assessment Format: Second Draft Data Collection Chapter (90%) & Presentation (10%)</p> <p>Type: Individual Assessment</p> <p>Words: 6000 Presentation: 10 Slides excluding references. You can expect a presentation of around 7 minutes, followed by questions and discussions on the way forward.</p> <p>Submission: 8 weeks after the completion of this module</p> <p>Weightage: 80% Submission: Online via e-campus</p> <p>Assessment Task:</p> <p>Final draft submission of Data Collection chapter. You may consider following while preparing the Data Collection Chapter:</p> <ul style="list-style-type: none"> Briefly introduce the research objectives and explain the purpose of the data collection process in achieving these objectives. Describe the overall research design (qualitative, quantitative, or mixed methods) and how it aligns with the research objectives. Justify the chosen methodology with references to relevant literature. Detail the population being studied, the sampling method (e.g., random, purposive), and sample size. Justify the choice of sample and explain its relevance to the study. Present the tools used for data collection (e.g., surveys, interviews, questionnaires). Include details on their development, validation, and relevance to the research questions. Describe how data was collected, the timeline, and any protocols followed during the process. Discuss how ethical issues were handled, including consent, confidentiality, and data protection. Mention the approval process from relevant ethical boards or committees Explain how data was organised, stored, and secured. Include any methods for cleaning and preparing data for analysis. Challenges and limitations. Reflection on relevance to business administration decision-making
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		<p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership, in case required.</p>
	Practicum/Dissertation/Final Project	
12	Placement/Work-based learning	NA



13	Reading List	<p>DBA scholars are strongly encouraged to explore a broad spectrum of literature beyond their specific area of focus in order to develop a comprehensive understanding of business management. It is vital to incorporate insights from peer-reviewed journals, business case studies, and industry reports, ensuring that scholars remain well-informed about emerging trends and best practices. While recommended references are provided, at Level 8, it is expected that students will go beyond these sources. Faculty members continuously update the e-campus with relevant and contemporary articles, contributing to the dynamic learning experience.</p> <p>Core Reading List</p> <ol style="list-style-type: none">1. Olsen, W., 2011. <i>Data Collection: Key Debates and Methods in Social Research</i>. 1st ed. s.l.:Sage.2. Zozus, M., 2020. <i>The Data Book: Collection and Management of Research Data</i>. s.l.:Chapman & Hall. <p>Supplementary Reading List</p> <ol style="list-style-type: none">1. Creswell, J. W. & Creswell, J. D., 2018. <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. 5th ed. s.l.:SAGE Publications, Inc..2. Johnston, E. L. & Nicholls, R. J., 2019. Primary and Secondary Data Collection Techniques: Recent Advances and Applications. <i>Coastal Engineering</i>.3. Monteiro, A. M. & Proença, J. F., 2020. A Comparison of Primary and Secondary Data in Marketing Research. <i>Journal of Marketing Analytics</i>.4. Lobe, B., Morgan, D. and Hoffman, K.A., 2020. Qualitative data collection in an era of social distancing. <i>International journal of qualitative methods</i>, 19, p.1609406920937875.5. Alam, M.K., 2021. A systematic qualitative case study: questions, data collection, NVivo analysis and saturation. <i>Qualitative Research in Organizations and Management: An International Journal</i>, 16(1), pp.1-31.
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Sub-Section D – Module D #		
1	Title of Module/Title	Data Analysis and Interpretation
2	Module/Unit Description	<p>The Data Analysis & Interpretation module is designed for DBA scholars to develop advanced competencies in the analysis and interpretation of data within business contexts. This module emphasises the importance of ethical considerations while engaging with both quantitative and qualitative data. The module covers initial data exploration using descriptive statistics, leading to deeper analysis through selected data analysis techniques.</p> <p>As scholars progress, they will critically evaluate their findings against existing literature, fostering an understanding of how new knowledge contributes to business practices. Ethical reflection will be a key component, prompting students to consider the implications of their interpretations and potential biases. The course encourages innovative thinking, equipping students with the skills not only to but also develop strategies for effectively communicating insights and recommendations that can drive informed decision-making in organisations. This comprehensive approach positions students to make significant contributions to the field of business administration.</p>
3	Learning Outcomes	
3.1	Competences	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ul style="list-style-type: none"> A. critically assess and synthesise diverse data analysis techniques, creatively applying them to enhance business research insights. B. evaluate the validity and reliability of data sources, identifying biases and limitations that may impact the interpretation of findings and business decisions. C. formulate actionable insights and strategic recommendations based on data analysis, showcasing the ability to connect theoretical knowledge with practical application in organisational settings. D. innovate ethical frameworks for data handling and interpretation,



		demonstrating advanced awareness of ethical challenges in data analysis.
3.2	Knowledge	<p>At the end of this residency, students will be able to</p> <ul style="list-style-type: none"> A. derive meaningful conclusions employing contemporary data analysis techniques, its preparation, analysis, and interpretation, creatively integrating theoretical knowledge with practical applications in business contexts. B. critically utilise the data analysis methodologies relevant to data analysis in business research, demonstrating an understanding of their implications for effective inquiry. C. Explore and integrate the significance of ethical considerations in data research, articulating their impact on business decision-making.
3.3	Skills	<p>At the end of the module/unit the learner will have acquired the ability to:</p> <ul style="list-style-type: none"> A. interpret and manipulate complex datasets, enhancing data literacy and deriving actionable insights that inform business strategy. B. construct data visualisations that effectively communicate complex information to stakeholders, enhancing decision-making processes. <p>Module-Specific Learner Skills (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none"> G. design and implement innovative data collection strategies aligned with research questions, creatively addressing potential challenges in data sourcing.



		<p>Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B) At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"> A. utilise cutting-edge software tools for data analysis, demonstrating proficiency in technologies such as Excel, SPSS, R, or Python, while adapting to emerging trends in data analysis. B. engage with digital platforms for collaborative research, fostering innovative approaches to data sharing and communication among peers.
4	MQF Level pegged for this module/unit	Level 8
5	Total Number of ECTS for this module/unit	
6	Hours of Total Learning for this module/unit	<p>Total Contact Hours 25 (Contact Hours are hours invested in learning new content under the direction of a tutor/lecturer (e.g. lectures, participation in online forums))</p>
		<p>Self – Study Hours 150 (Estimated workload of research and study)</p>
		<p>Assessment Hours 50 (Examinations/ presentations/group work/ projects, etc.)</p>
		<p>Supervised Placement and Practice Hours 25 (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)</p>
7	Total Learning Hours for this module/unit.	250
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face



		<input type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online. <div style="border: 1px solid black; width: 150px; height: 20px; margin: 0 auto; text-align: center;">%</div>
		Contact Hours delivered Face to Face <div style="border: 1px solid black; width: 150px; height: 20px; margin: 0 auto; text-align: center;">%</div>
10	Explain how this module/unit will be taught.	<p>Unit 1: Data Preparation and Ethical Considerations</p> <p>Unit 2: Initial Data Exploration and Descriptive Statistics</p> <p>Unit 3: Qualitative Data Analysis Technique</p> <p>Unit 4: Quantitative Data Analysis Techniques</p> <p>Unit 5: Ethical Reflection on Data Interpretation</p> <p>Unit 6: Initial Interpretation of Results and Ethical Implications</p> <p>Unit 7: Comparative Analysis and Linking to Literature</p> <p>Unit 8: Summary of Findings and Business Implications</p> <p>The EU Global DBA program leverages a diverse array of digital learning tools to foster student engagement and facilitate flexible, effective learning. The course is designed to be taught asynchronously, complemented by live masterclasses that focus on the practical application of the content studied. This mixed-method approach incorporates a flipped classroom model, allowing students to engage deeply with materials before participating in live discussions.</p> <p>We utilise video conferencing tools such as Zoom and Microsoft Teams to promote</p>



		<p>real-time interaction and collaboration. Peer/ Faculty reviews and interactions primarily occur on our customised Moodle platform, which serves as the e-campus. Accessible via a browser or app, the Moodle platform requires no special software—only a computer and internet connection are needed.</p> <p>The course content is organised around activity-based, reflective learning methodologies, incorporating discussion forums, readings (including continually updated books and research papers), and research-driven content available 24/7. This structure supports continuous learning and engagement.</p> <p>Weekly activities, interim assessments, and end-of-module evaluations are submitted exclusively through our e-campus, ensuring streamlined communication and feedback; email submissions are not accepted. Students can track their results and feedback through the gradebook feature. To uphold high academic standards, we also employ ethical assessment tools that reinforce integrity throughout the learning process.</p>
11	Explain how this module/unit will be taught.	<p>The assessment structure for this module comprises three distinct types:</p> <ol style="list-style-type: none">1. Weekly Formative Submissions/Discussions: These brief submissions allow scholars to seek progressive feedback from faculty, facilitating continuous improvement and engagement with the course material. They are designed to help students refine their understanding and enhance the quality of their work for subsequent assessments.2. Summative Interim Assessment: This assessment evaluates scholars' progress at a defined midpoint in the module. It encourages a deeper exploration of the content and provides an opportunity for comprehensive feedback, which can be integrated into future work.3. Summative End-of-the-Module Assessment: This final assessment consolidates the learning



		<p>from the module, requiring scholars to demonstrate their understanding and application of the material comprehensively. The insights gained from weekly submissions and the interim assessment contribute to the quality and depth of this culminating assessment.</p> <p><u>Weekly Formative Assessment:</u></p> <p>Week 1: Data Preparation and Ethical Considerations</p> <p>Submission:</p> <ul style="list-style-type: none">● Organise and clean collected data for analysis, ensuring completeness and consistency.● Submit a report outlining the data preparation process, including:<ul style="list-style-type: none">○ Identification of any missing or incomplete data.○ Methods used for data cleaning and ensuring reliability.○ Ethical considerations, such as data privacy and confidentiality, and how these were addressed during data preparation. <p>Week 2: Initial Data Exploration and Descriptive Statistics</p> <p>Submission:</p> <ul style="list-style-type: none">● Conduct an exploratory data analysis using descriptive statistics (e.g., mean, median, mode, standard deviation) or qualitative coding (for qualitative data).● Submit a report including:<ul style="list-style-type: none">○ Summary statistics or preliminary codes.○ Key insights from the exploratory analysis.○ Ethical considerations in presenting data fairly without bias. <p>Link initial findings to potential business implications and decision-making frameworks.</p> <p>Week 4:</p> <ul style="list-style-type: none">● Initial Data Analysis using chosen Data Analysis Technique● A detailed description of the analytical methods applied. <p>Week 5:</p>
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	<p>Ethical reflection on data interpretation and any potential biases that could influence results.</p> <p>Week 6: Initial Interpretation of Results and Ethical Implications</p> <ul style="list-style-type: none">● Interpret the results of your analysis, highlighting key themes or trends relevant to your research objectives.● Ethical concerns related to the interpretation, such as avoiding misrepresentation or overgeneralization.● Validity & reliability of analysis <p>Week 7: Comparative Analysis and Linking to Literature</p> <ul style="list-style-type: none">● Compare your findings with existing literature and frameworks discussed in your literature review.● Comparative analysis on the way your findings align with, contradict, or expand upon existing knowledge. <p>Week 8: Summarise your findings and their implications for business practice.</p> <p>Summative Interim Assessment: Format: Draft Research Data Analysis and Conclusion chapter (90%) & Presentation (10%)</p> <p>Type: Individual Assessment</p> <p>Words: 3000 Presentation: 10 Slides excluding references. You can expect a presentation of around 7 minutes, followed by questions and discussions on the way forward.</p> <p>Submission: 1 week after the completion of this module</p> <p>Weightage: 20% Submission: Online via e-campus</p> <p>Assessment Task: First draft of Data Analysis and Conclusion chapter</p> <p>Ensure ethical integrity in presenting results</p>
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		<p>and drawing conclusions.</p> <p>Provide concrete examples of how your research can be applied in professional practice, emphasising responsible and sustainable business decision-making.</p> <p>Summative end-of-the-module assessment Format: Second advanced Draft Data Analysis and Conclusion chapter (90%) & Presentation (10%)</p> <p>Type: Individual Assessment</p> <p>Words: 6000 Presentation: 10 Slides excluding references. You can expect a presentation of around 7 minutes, followed by questions and discussions on the way forward.</p> <p>Submission: 8 weeks after the completion of this module</p> <p>Weightage: 80% Submission: Online via e-campus</p> <p>Assessment Task: Second draft of Data Analysis and Conclusion chapter</p> <p>Incorporate feedback from mid-term assessment.</p> <p>Ensure ethical integrity in presenting results and drawing conclusions.</p> <p>Provide concrete examples of how your research can be applied in professional practice, emphasising responsible and sustainable business decision-making.</p>
	Practicum/Dissertation/Final Project	Not Applicable



12	Placement/Work-based learning (if applicable)	Not Applicable
13	Reading List	<p>DBA scholars are strongly encouraged to explore a broad spectrum of literature beyond their specific area of focus in order to develop a comprehensive understanding of business management. It is vital to incorporate insights from peer-reviewed journals, business case studies, and industry reports, ensuring that scholars remain well-informed about emerging trends and best practices. While recommended references are provided, at Level 8, it is expected that students will go beyond these sources. Faculty members continuously update the e-campus with relevant and contemporary articles, contributing to the dynamic learning experience.</p> <p>Core Reading List</p> <ol style="list-style-type: none"> 1. Creswell, J. W., & Poth, C. N. (2017). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. 2. Snyder, H. (2019). "Literature review as a research methodology: An overview and guidelines." Journal of Business Research, 104, 333-339. 3. Hair, J. F., Anderson, R. E., Babin, B. J., & Black, W. C. (2018). Multivariate Data Analysis. <p>Supplementary Reading List</p> <ol style="list-style-type: none"> 1. Cooper, D. R., & Schindler, P. S. (2014). Business Research Methods. 2. Baker, M. J., & Hart, S. (2018). "Marketing Strategy: A Creative Approach to the Study of Marketing". The Marketing Review.



Sub-Section D – Module D # [RES 106]

1	Title of Module/Title	Discussion, Conclusion and Recommendation
2	Module/Unit Description	<p>In this module, DBA scholars will focus on drawing meaningful conclusions by synthesising and critically analysing information and findings from their research to create new knowledge with practical business applications.</p> <p>Emphasising the importance of ethical considerations, students will learn to report and draft recommendations based on their research outcomes. This module aims to deepen their theoretical understanding while also enhancing their ability to communicate research results effectively in real-world contexts.</p> <p>Taught during the second phase of the DBA program, this module builds on the foundational knowledge students acquire in earlier modules related to the research process and research design. The primary learning objectives include critically analysing research findings, synthesising those findings, and formulating actionable conclusions and recommendations. Scholars will explore how to apply their research insights to address practical challenges across various sectors, ensuring that their contributions are both relevant and ethically grounded. Ultimately, this module prepares students to engage with contemporary business issues and present well-supported recommendations that can inform decision-making in their respective fields.</p>
3	Learning Outcomes	



3.1	Competences	<p>At the end of the module/unit the learner will be able to:</p> <ul style="list-style-type: none">A. design a coherent and engaging narrative by critically evaluating and synthesising the information gathered through the research process, ensuring it meets the standards of effective reporting for diverse business stakeholders.B. analyse the findings and formulate the patterns to draw conclusions that contribute to the advancement of knowledge in business administration.C. innovate practical management solutions by applying theoretical knowledge and develop practical and innovative solutions.D. reflect on the research process to evaluate its impact, facilitating professional growth, while assessing the broader implications of research findings on business practices and ethical considerations.
3.2	Knowledge	<p>At the end of the module/unit the learner will be able to:</p> <ul style="list-style-type: none">A. advance research skills by learning advanced methods of data interpretation and reporting, enabling them to effectively convey complex findings in a manner that is accessible to various business stakeholders.B. cultivate project management skills by strategically planning and organising research activities, ensuring timely and efficient completion of all phases of the research project.C. integrate the findings for different disciplines within business administration and visualise the findings from different angles, strengthening the interdisciplinary understanding of research students.



3.3	Skills	<p>At the end of the module/unit the learner will be able to:</p> <ul style="list-style-type: none">A. conclude business decisions analysing and synthesising complex issues and develop questioning mindset before reaching any conclusion.B. enhance stakeholders' engagement by overall communication by synthesising and articulating the ideas in written and oral communication.C. comprehend and generate the relevance of research from perspectives of government, business managers, organisations and society <hr/> <p>Module-Specific Learner Skills (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none">A. access and apply their findings for solving real world issues and problems related to business administration.B. formulate more practical recommendations based on the research and do a scenario analysis of those practical recommendations.C. formulate logical conclusions and results of the research process for business decision-making, the conclusions should be well-supported with the evidence.
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		<p><i>Module-Specific Digital Skills and Competences</i></p> <p><i>(Over and above those mentioned in Section B)</i></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"> A. interpret research conclusions and recommendations using Microsoft word, latex, Microsoft power-point and reference management software and apply these tools also in day-to-day business administration. B. measure progress of overall work and set deadlines by using software- Microsoft Project, Trello and other digital management tools, also employing them for business and management operations.
4	MQF Level pegged for this module/unit	<i>Level 8</i>
5	Total Number of ECTS for this module/unit	
6	Hours of Total Learning for this module/unit	<p>Total Contact Hours- 25</p> <p>(Contact Hours are hours invested in learning new content under the direction of a tutor/lecturer (e.g. lectures, participation in online forums))</p>
		<p>Self – Study Hours- 150</p> <p>(Estimated workload of research and study)</p>
		<p>Assessment Hours- 50</p> <p>(Examinations/ presentations/group work/ projects, etc.)</p>



		Supervised Placement- 25 and Practice Hours (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)
7	Total Learning Hours for this module/unit.	250
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input checked="" type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online.



		<p>Contact Hours delivered Face to Face</p>
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10	<p>Explain how this module/unit will be taught.</p>	<p>Unit 1: Introduction to discussion, conclusion and recommendation</p> <p>Unit 2: Tools and techniques for synthesising the data into conclusion and reporting</p> <p>Unit 3: Formulating the discussion based on research analysis</p> <p>Unit 4: Formulating the conclusion by drawing references and summarising the findings based on research process</p> <p>Unit 5: Recommendation Development: Develop the recommendations for various stakeholders connected with research directly and indirectly</p> <p>Unit 6: Ethical considerations in reporting the research results and how to avoid discrepancies</p> <p>Unit 7: Develop academic writing and presentations for research process</p> <p>Unit 8: Case studies and examples</p> <p>Unit 9: Develop reflective practices and work on the future directions for research</p> <p>The EU Global DBA program leverages a diverse array of digital learning tools to foster student engagement and facilitate flexible, effective learning. The course is designed to be taught asynchronously, complemented by live masterclasses that focus on the practical application of the content studied. This mixed-method approach incorporates a flipped classroom model, allowing students to engage deeply with materials before participating in live discussions.</p> <p>We utilise video conferencing tools such as Zoom and Microsoft Teams to promote real-time interaction and collaboration. Peer/ Faculty reviews and interactions primarily occur on our customised Moodle platform, which serves as the e-campus. Accessible via a browser or app, the Moodle platform requires no special software—only a computer and internet connection are needed.</p> <p>The course content is organised around activity-based, reflective learning methodologies, incorporating discussion forums, readings (including continually updated books and research papers), and</p>
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		<p>research-driven content available 24/7. This structure supports continuous learning and engagement.</p> <p>Weekly activities, interim assessments, and end-of-module evaluations are submitted exclusively through our e-campus, ensuring streamlined communication and feedback; email submissions are not accepted. Students can track their results and feedback through the gradebook feature. To uphold high academic standards, we also employ ethical assessment tools that reinforce integrity throughout the learning process.</p>
11	Explain how this module/unit will be taught.	<p>Identify and describe the digital learning tools being used for the assessment chosen and indicate the pass mark.</p> <p>Additionally, add detail specific to the assessment, such as word count, duration, etc.</p> <p>The assessment structure for this module comprises three distinct types:</p> <ol style="list-style-type: none"> 1. Weekly Formative Submissions/Discussions: These brief submissions allow scholars to seek progressive feedback from faculty, facilitating continuous improvement and engagement with the course material. They are designed to help students refine their understanding and enhance the quality of their work for subsequent assessments. 2. Summative Interim Assessment: This assessment evaluates scholars' progress at a defined midpoint in the module. It encourages a deeper exploration of the content and provides an opportunity for comprehensive feedback, which can be integrated into future work. 3. Summative End-of-the-Module Assessment: This final assessment consolidates the learning from the module, requiring scholars to demonstrate their understanding and application of the material comprehensively. The insights gained from weekly submissions and the interim assessment contribute to the quality and depth of this culminating assessment. <p>Weekly Formative Assessment:</p> <p>Week 1 - Synthesis providing clear answers to the research questions or hypothesis.</p> <p>Week 2 - Summary of the main research findings and / or outcomes.</p> <p>Week 3 - Discussion about the connections between the findings and related studies.</p>



		<p>Week 4 - Explanation and significance of the findings.</p> <p>Week 5 - Summary of the implications of the findings.</p> <p>Week 6 - Summary of the limitations of the research and methodology.</p> <p>Week 7 - Recommendations for future research and application to business practices.</p> <p>Week 8 - Presentation illustrating the conclusions of the study</p> <p>Summative Interim Assessment: Format: Draft Research Research Conclusion Chapter (90%) & Presentation (10%)</p> <p>Type: Individual Assessment</p> <p>Words: 5000 Presentation: 10 Slides excluding references. You can expect a presentation of around 7 minutes, followed by questions and discussions on the way forward.</p> <p>Submission: 1 week after the completion of this module</p> <p>Weightage: 20% Submission: Online via e-campus</p> <p>Assessment Task: A draft research conclusions chapter synthesising the main research findings and outcomes of the study as well as first conclusions, implications and revised draft discussion section.</p> <p>Summative end-of-the-module Assessment Format: Second Draft Research Conclusion Chapter (90%) & Presentation (10%)</p> <p>Type: Individual Assessment</p> <p>Words: 10000 Presentation: 10 Slides excluding references. You can expect a presentation of around 7 minutes, followed by questions and discussions on the way forward.</p> <p>Submission: 8 weeks after the completion of this module</p> <p>Weightage: 80% Submission: Online via e-campus</p> <p>Assessment Task: A research conclusions chapter (second and final draft) including synthesis of the main research findings and outcomes of the study considering answers to the research question(s) as well as discussion of the findings regarding their significance, contribution and novelty. Implications, limitations and future</p>
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		<p>research are part of this chapter too.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership, in case required.</p>
	Practicum/Dissertation/Final Project	
12	Placement/Work-based learning	NA



13	Reading List	<p>DBA scholars are strongly encouraged to explore a broad spectrum of literature beyond their specific area of focus in order to develop a comprehensive understanding of business management. It is vital to incorporate insights from peer-reviewed journals, business case studies, and industry reports, ensuring that scholars remain well-informed about emerging trends and best practices. While recommended references are provided, at Level 8, it is expected that students will go beyond these sources. Faculty members continuously update the e-campus with relevant and contemporary articles, contributing to the dynamic learning experience.</p> <p>Core Reading List</p> <p>1. Evans, D., Gruba, P. & Zobel, J., 2021. <i>How to Write a Better Thesis</i>. 4th ed. s.l.:Cambridge University Press.</p> <p>Supplementary Reading List</p> <p>2. Alenazi, Y., 2022. Summary, Conclusion, and Recommendations. In <i>Exploring Lexical Inaccuracy in Arabic-English Translation: Implications and Remedies</i> (pp. 159-172). Singapore: Springer Nature Singapore.</p> <p>3. Honan, E. and Bright, D., 2016. Writing a thesis differently. <i>International Journal of Qualitative Studies in Education</i>, 29(5), pp.731-743.</p>
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Sub-Section D – Module D #		
1	Title of Module/Title	Writing & Structuring Dissertation
2	Module/Unit Description	This module supports DBA scholars in structuring, writing, and completing their dissertations by integrating



		<p>research findings with real-world business applications. It emphasises the synthesis of findings, coherence in structuring, and practical implications of research outcomes for business leaders and organisations. Scholars will use the mirroring technique to ensure consistency across dissertation sections, while applying ethical considerations in writing.</p> <p>The module also explores how research findings can be translated into actionable insights for business practices, ensuring contributions to both academic and professional fields.</p>
3	Learning Outcomes	
3.1	Competences	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ul style="list-style-type: none"> A. project expertise in presenting business decisions on contemporary business and management topics within a specialised field of study, and evaluate complex, interrelated factors in making informed judgments. B. synthesise and align the Dissertation structure into a cohesive narrative that effectively addresses the research question(s), while assessing the interplay of various business and management elements. C. design and coordinate the planning of a doctoral research project in the business and management domain, ensuring its seamless integration into both professional and personal spheres. D. illustrate how the research results and findings can catalyse advancements in social, scientific, and ethical aspects of business and management research, thereby fostering transformative actions.
3.2	Knowledge	<p>At the end of this residency, students will be able to</p>



		<ul style="list-style-type: none"> A. generate meaningful conclusions by correlating the business and management research topic against the theoretical and conceptual frameworks adopted in the research project. B. propose meaning recommendations by positioning research initiatives across the business and management functions within an organisation. C. extend, redefine, and yield an original contribution to existing practice and/or knowledge in the area of business and management research. D. consider and plan addressing ethical concerns related to various stakeholders of the research process and also in disseminating research results to stakeholders.
3.3	Skills	<p>At the end of the module/unit the learner will have acquired the ability to:</p> <ul style="list-style-type: none"> A. autonomously demonstrate mastery in skills such as the selection and analysis of research, writing, design, development and sustainability of the argument manifested in innovative scholarly research in the field of business and management. B. Independently communicate via official documentation on organisational or managerial contributions and implications to stakeholders and wider community.
		<p>Module-Specific Learner Skills (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit the learner will be able to;</p>



		<p>A. comprehend technological, social, cultural, and ethical issues and dimensions that the organisational or managerial research has uncovered and recommend strategies to mitigate their adverse impact on knowledge-based societies.</p> <p>B. draft solutions post critical evaluations and analysis with incomplete or limited information to solve business and management problems in new or unfamiliar work environments using original research.</p>
		<p><i>Module-Specific Digital Skills and Competences</i> <i>(Over and above those mentioned in Section B)</i> At the end of the module/unit, the learner will be able to</p> <p>A. effectively employ data management software such as Microsoft Excel, SPSS, or R are commonly used to manage quantitative data, while qualitative data may be organized through NVivo or ATLAS.ti.</p> <p>B. proficiently using tools such as EndNote, Mendeley, or Zotero allows scholars to efficiently manage citations and bibliographies, streamlining the process of referencing sources accurately.</p> <p>C. enhance their ability to evaluate digital information critically, discerning credible sources from unreliable ones.</p> <p>D. create engaging presentations using software like PowerPoint and communicate their findings to diverse audiences, including academic committees and conferences.</p>



		E. effectively use platforms such as Google Docs, Microsoft Teams, or Slack fosters effective communication and collaboration with peers and supervisors throughout the research process.
4	MQF Level pegged for this module/unit	Level 8
5	Total Number of ECTS for this module/unit	
6	Hours of Total Learning for this module/unit	Total Contact Hours - 25 (Contact Hours are hours invested in learning new content under the direction of a tutor/lecturer (e.g. lectures, participation in online forums))
		Self – Study Hours - 150 (Estimated workload of research and study)
		Assessment Hours -50 (Examinations/ presentations/group work/ projects, etc.)
		Supervised Placement and Practice Hours - 25 (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)
7	Total Learning Hours for this module/unit.	250
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input checked="" type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online. <div style="border: 1px solid black; width: 150px; height: 20px; margin: 0 auto; text-align: center;">%</div>



		Contact Hours delivered Face to Face <div>%</div>
10	Explain how this module/unit will be taught.	<p>Unit 1: Structuring the Dissertation and Drafting the Table of Content</p> <ul style="list-style-type: none">• Understanding the standard structure of a dissertation (introduction, literature review, methodology, findings, discussion, and conclusions).• Drafting the Table of Contents as a roadmap for the dissertation. <p>Unit 2: Writing the Introduction and Defining Key Terms</p> <ul style="list-style-type: none">• Crafting a compelling introduction that provides background, states the research problem, and presents the objectives.• Defining and consistently using key terms across sections. <p>Unit 3: Literature Review and Theoretical Framework</p> <ul style="list-style-type: none">• Structuring the literature review to align with research questions.• Constructing a theoretical framework based on existing research and identifying gaps. <p>Unit 4: Data Presentation and Initial Findings</p> <ul style="list-style-type: none">• Presenting key findings using appropriate tables, charts, and qualitative excerpts.• Ethical considerations when presenting sensitive data.



	<p>Unit 5: Writing the Methodology Chapter</p> <ul style="list-style-type: none">● Detailing the methodology, including the data collection process and ethical considerations.● Ensuring alignment between research objectives and the chosen methodology. <p>Unit 6: Discussion and Synthesising Findings</p> <ul style="list-style-type: none">● Using the mirroring technique to compare findings with the literature.● Writing a discussion that synthesises data, identifies patterns, and formulates conclusions. <p>Unit 7: Application to Practice and Ethical Considerations</p> <ul style="list-style-type: none">● Translating theoretical findings into practical recommendations for business leaders and organisations.● Evaluating ethical considerations in applying research results, particularly regarding confidentiality, fairness, and business implications. <p>Unit 8: Finalising Conclusions and Recommendations</p> <ul style="list-style-type: none">● Writing the conclusion to tie together the dissertation's key themes.● Formulating practical, actionable recommendations for business or organisational change based on research findings.● Refining the dissertation through final edits. <p>The EU Global DBA program leverages a diverse array of digital learning tools to foster student engagement and facilitate flexible, effective learning. The course is designed to be taught asynchronously, complemented by</p>
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		<p>live masterclasses that focus on the practical application of the content studied. This mixed-method approach incorporates a flipped classroom model, allowing students to engage deeply with materials before participating in live discussions.</p> <p>We utilise video conferencing tools such as Zoom and Microsoft Teams to promote real-time interaction and collaboration. Peer/ Faculty reviews and interactions primarily occur on our customised Moodle platform, which serves as the e-campus. Accessible via a browser or app, the Moodle platform requires no special software—only a computer and internet connection are needed.</p> <p>The course content is organised around activity-based, reflective learning methodologies, incorporating discussion forums, readings (including continually updated books and research papers), and research-driven content available 24/7. This structure supports continuous learning and engagement.</p> <p>Weekly activities, interim assessments, and end-of-module evaluations are submitted exclusively through our e-campus, ensuring streamlined communication and feedback; email submissions are not accepted. Students can track their results and feedback through the gradebook feature. To uphold high academic standards, we also employ ethical assessment tools that reinforce integrity throughout the learning process.</p>
11	Explain how this module/unit will be taught.	<p>This unit is taught in asynchronous manner with resources available on e-campus along with live interactive sessions with the module faculty.</p> <p>The module outcomes are linked to formulate appreciation of organisational evaluation and how the managerial decision-making affects</p>



	<p>organisation. This module sets the stage for creation of sustainable, long-term value, which aligns with strategic leadership and decision-making at the doctoral level.</p> <p>The assessment structure for this module comprises three distinct types:</p> <ol style="list-style-type: none">1. Weekly Formative Submissions/Discussions: These brief submissions allow scholars to seek progressive feedback from faculty, facilitating continuous improvement and engagement with the course material. They are designed to help students refine their understanding and enhance the quality of their work for subsequent assessments. Summative Interim Assessment: This assessment evaluates scholars' progress at a defined midpoint in the module. It encourages a deeper exploration of the content and provides an opportunity for comprehensive feedback, which can be integrated into future work. Summative End-of-the-Module Assessment: This final assessment consolidates the learning from the module, requiring scholars to demonstrate their understanding and application of the material comprehensively. The insights gained from weekly submissions and the interim assessment contribute to the quality and depth of this culminating assessment.<p>Weekly Formative Assessments Week 1 Activities:</p><ul style="list-style-type: none">● Discussion on how each section builds upon the previous sections.● Individual task: Draft a Table of Contents for your dissertation.
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	<p>Week 2 Activities:</p> <ul style="list-style-type: none">● Mirroring technique: Review key terms and ensure consistency throughout the draft. <p>Week 3 Activities:</p> <ul style="list-style-type: none">● Critical discussion on synthesising existing literature and reflecting on gaps. <p>Week 4 Activities:</p> <ul style="list-style-type: none">● Application of the mirroring technique to ensure that data aligns with the research questions. <p>Week 5 Activities:</p> <ul style="list-style-type: none">● Integrate methodology with research questions and hypotheses. <p>Week 6 Activities:</p> <ul style="list-style-type: none">● Link findings with literature review and hypotheses.● Individual work on refining the discussion section. <p>Week 7 Activities:</p> <ul style="list-style-type: none">● Case study analysis on ethical application of research findings.● Discussions on how to frame your research recommendations for business managers, government, or society. <p>Week 8 Activities:</p> <ul style="list-style-type: none">● draft impactful conclusions and recommendations.
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		<ul style="list-style-type: none"> Review recommendations to ensure alignment with business implications. <p>Summative Interim Assessment: Format: First draft version of the complete thesis (90%) & Presentation (10%)</p> <p>Type: Individual Assessment</p> <p>Words: 30,000 - 40,000 words (excluding table of content, figures, references). Presentation: 10 Slides excluding references. You can expect a presentation of around 7 minutes, followed by questions and discussions on the way forward.</p> <p>Submission: 1 week after the completion of this module</p> <p>Weightage: 20% Submission: Online via e-campus</p> <p>Assessment Task: A draft version of the complete thesis (thesis structure and content)</p> <p>Summative end-of-the-module Assessment Format: Second Draft version of the complete thesis (90%) & Presentation (10%)</p> <p>Type: Individual Assessment</p> <p>Words: 60000 Presentation: 10 Slides excluding references. You can expect a presentation of around 10 minutes, followed by questions and discussions on the way forward.</p> <p>Submission: 8 weeks after the completion of this module</p> <p>Weightage: 80% Submission: Online via e-campus</p>
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		Assessment Task: Second and final draft version of the complete thesis (thesis structure and content)
	Practicum/Dissertation/Final Project	Not Applicable
12	Placement/Work-based learning (if applicable)	Not Applicable
13	Reading List	<p>DBA scholars are encouraged to read widely across diverse fields beyond their immediate area of focus to cultivate a holistic understanding of business management. This includes familiarising themselves with cutting-edge research in leadership, innovation, and sustainability, alongside the application of digital tools in research for citation analysis and for literature mapping. It is important to integrate insights from peer-reviewed journals, business case studies, and industry reports to stay updated on emerging trends and practices.</p> <ul style="list-style-type: none"> ● Felix, M.S. & Smith, I., 2019. A Practical Guide to Dissertation and Thesis Writing. s.l.: Independent Publisher. ● Anderson, P. (2020). Using Grounded Theory in Business Research: A Practical Guide. Qualitative Research in Organizations and Management, 15(4), 72-89. ● Johnson, K. (2021). Critical Analysis of Business Models in Theory and Practice. Academy of Management Review, 46(2), 220-240. ● Smith, A. (2019). Leadership in Practice: Bridging Research and Real-world Application. The Leadership Quarterly, 30(1), 10-25.



Sub-Section D – Module D # [RES 107]

1	Title of Module/Title	Dissertation Submission and Defense preparation
2	Module/Unit Description	<p>This residency will cover all the essential steps required for finalising the dissertation and structuring the content of the dissertation as per academic scholarly writing, this module will also prepare students for their final presentation in front of a panel for DBA defense.</p> <p>This residency will be taught during the dissertation stage. The students will learn how to structure introduction, literature review, methodology, analysis, discussion and recommendation as per requirement of scholarly thesis work.</p> <p>The mock defense sessions will prepare students for DBA defense. It involves presenting their research work to the committee, answering the queries, noting down the revision, taking the feedback in a positive manner and working according to the feedback. This module will also help in improving communication with the peers based on peer feedback on the research work and presentation.</p> <p>Scholars will learn to integrate ethics and practical business applications into their research. Mock defense sessions will help students develop critical skills in presenting their findings, addressing feedback, and refining communication. This ensures that they are fully prepared for the actual DBA defense and capable of applying their research to solve real-world business problems. Scholars will still have time to incorporate the feedback from this residency into the final dissertation.</p>



3	Learning Outcomes	
3.1	Competences	<p>At the end of the module/unit the learner will be able to:</p> <ul style="list-style-type: none">A. enhance research proficiency and research writing by structuring the research work in an aligned manner that addresses real-world challenges in business administration.B. compare their critical thinking skills with the initiation stage of doctoral research as they will revise the work in the last stage of thesis compilation and dissertation writing to identify growth and its implications for business practice.C. articulate and defend their research process, objective and methodology and develop strong oral communication skills to counter the queries asked during presentationD. refine the dissertation by organising and integrating feedback from peers, supervisors, and committee members, thereby promoting actionable insights and improvements in business applications.



3.2	Knowledge	<p>At the end of the module/unit the learner will be able to:</p> <ul style="list-style-type: none">A. demonstrate excellence in communicating the research findings in a well-structured Dissertation and coherence in its various components to ensure effective and logical flow of reading and dissemination of outcomes. critically evaluate, implement all prior feedback across all the important components for final compilation as per scholarly dissertation requirementB. develop themselves as per expectations in dissertation defense, anticipate the questions and develop strategy to to showcase research depth, relevance to business solutions and integrity.C. implement the mirroring technique to enhance coherence and alignment throughout the dissertation, ensuring consistency across all sections.D. examine and integrate ethical considerations into the research process, demonstrating an understanding of ethical implications in dissertation writing and defense.
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3.3	Skills	<p>At the end of the module/unit the learner will be able to:</p> <ul style="list-style-type: none">A. apply advanced research skills in drafting the final dissertation as per structure and prepare for final vivaB. critique the feedback positively and implement the revisions as per communication and scholarly requirement.C. adapt necessary flexibility during this phase,demonstrating readiness for modifications as revisions unfold, ensuring the dissertation meets scholarly expectations. <p>Module-Specific Learner Skills (Over and above those mentioned in Section B)</p> <p>At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none">A. cultivate a comprehensive understanding of dissertation structure to enhance their cognitive capabilities and its relevance to business administration.B. formulate adherence to working as per academic conventions and disciplinary standards.C. integrate theoretical frameworks effectively while finalising the dissertation, thereby demonstrating the practical application of research findings to address real-world business challenges and contribute to informed decision-making in the field.
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		<p><i>Module-Specific Digital Skills and Competences</i></p> <p><i>(Over and above those mentioned in Section B)</i></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"> A. refine and finalise the dissertation by formatting chapters using advanced word processing software, ensuring compliance with academic standards and enhancing readability. B. design an impactful final presentation for the dissertation defense utilising software such as Microsoft PowerPoint, Prezi, or similar software, effectively showcasing research findings and demonstrating their applicability to business administration contexts. This presentation should aim to communicate complex ideas clearly, reinforcing the relevance of the research to industry practices and decision-making.
4	MQF Level pegged for this module/unit	<i>Level 8</i>
5	Total Number of ECTS for this module/unit	
6	Hours of Total Learning for this module/unit	Total Contact Hours- 25 (Contact Hours are hours invested in learning new content under the direction of a tutor/lecturer (e.g. lectures, participation in online forums))
		<p>Self – Study Hours- 150</p> <p>(Estimated workload of research and study)</p>



		Assessment Hours - 50 (Examinations/ presentations/group work/ projects, etc.)
		Supervised Placement-25 and Practice Hours (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)
7	Total Learning Hours for this module/unit.	250
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input checked="" type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online.



		<p>Contact Hours delivered Face to Face</p>
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10	<p>Explain how this module/unit will be taught.</p>	<p>Week 1 - Thesis Introduction.</p> <p>Week 2 - Literature Review.</p> <p>Week 3 - Methodology.</p> <p>Week 4 - Data and Findings</p> <p>Week 5 - Analysis and Evaluation</p> <p>Week 6 - Conclusions, recommendations, future research and application to practice.</p> <p>Week 7 - Impact, accountability and professional and personal development.</p> <p>Week 8 - Outline providing a holistic account of the dissertation and requirement and best practices for defense.</p> <p>The EU Global DBA program leverages a diverse array of digital learning tools to foster student engagement and facilitate flexible, effective learning. The course is designed to be taught asynchronously, complemented by live masterclasses that focus on the practical application of the content studied. This mixed-method approach incorporates a flipped classroom model, allowing students to engage deeply with materials before participating in live discussions.</p> <p>We utilise video conferencing tools such as Zoom and Microsoft Teams to promote real-time interaction and collaboration. Peer/ Faculty reviews and interactions primarily occur on our customised Moodle platform, which serves as the e-campus. Accessible via a browser or app, the Moodle platform requires no special software—only a computer and internet connection are needed.</p> <p>The course content is organised around activity-based, reflective learning methodologies, incorporating discussion forums, readings (including continually updated books and research papers), and research-driven content available 24/7. This</p>
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		<p>structure supports continuous learning and engagement.</p> <p>Weekly activities, interim assessments, and end-of-module evaluations are submitted exclusively through our e-campus, ensuring streamlined communication and feedback; email submissions are not accepted. Students can track their results and feedback through the gradebook feature. To uphold high academic standards, we also employ ethical assessment tools that reinforce integrity throughout the learning process.</p> <p>Unit 9: Overall reflection on the doctoral research journey</p>
11	Explain how this module/unit will be taught.	<p>Identify and describe the digital learning tools being used for the assessment chosen and indicate the pass mark.</p> <p>Additionally, add detail specific to the assessment, such word count, duration, etc.</p> <p>The assessment structure for this module comprises three distinct types:</p> <ol style="list-style-type: none">1. Weekly Formative Submissions/Discussions: These brief submissions allow scholars to seek progressive feedback from faculty, facilitating continuous improvement and engagement with the course material. They are designed to help students refine their understanding and enhance the quality of their work for subsequent assessments.2. Summative Interim Assessment: This assessment evaluates scholars' progress at a defined midpoint in the module. It encourages a deeper exploration of the content and provides an opportunity for comprehensive feedback, which can be integrated into future work.3. Summative End-of-the-Module Assessment: This final assessment consolidates the learning from the module, requiring scholars to demonstrate their understanding and application of the material comprehensively. The insights gained from weekly submissions and the interim assessment contribute to the quality and depth of this culminating assessment.



		<p>Weekly Formative Assessment:</p> <p>Written and Oral defence of the thesis to a set of questions focusing on:</p> <p>Week 1 - Thesis Introduction.</p> <p>Week 2 - Literature Review.</p> <p>Week 3 - Methodology.</p> <p>Week 4 - Data and Findings</p> <p>Week 5 - Analysis and Evaluation</p> <p>Week 6 - Conclusions, recommendations, future research and application to practice.</p> <p>Week 7 - Impact, accountability and professional and personal development.</p> <p>Week 8 - Outline providing a holistic account of the dissertation and requirement and best practices for defense.</p> <p>Summative Interim Assessment:</p> <p>Format: Revision plan of the complete thesis (90%) & Presentation (10%)</p> <p>Type: Individual Assessment</p> <p>Words: Max 5000 words (excluding table of content, figures, references).</p> <p>Presentation: 10 Slides excluding references. You can expect a presentation of around 7 minutes, followed by questions and discussions on the way forward.</p> <p>Submission: 1 week after the completion of this module</p> <p>Weightage: 20%</p> <p>Submission: Online via e-campus</p> <p>Assessment Task: A draft version of the revision plan (chapter by chapter) for the final write up of the complete thesis based on the individual feedback and questions.</p> <p>Summative Final Assessment:</p> <p>Format: A submission-ready thesis draft (90%) & Presentation (10%)</p> <p>Type: Individual Assessment</p>
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		<p>Words: 60,000 words (excluding table of content, figures, references).</p> <p>Presentation: 10 Slides excluding references. You can expect a presentation of around 7 minutes, followed by questions and discussions on the way forward.</p> <p>Submission: 8 weeks after the completion of this module</p> <p>Weightage: 80%</p> <p>Submission: Online via e-campus</p> <p>Assessment Task: A submission-ready thesis draft and presentation (viva)</p>
	Practicum/Dissertation/Final Project	<p><u>Summative Final Assessment:</u></p> <p>Format: A submission-ready thesis draft (90%) & Presentation (10%)</p> <p>Type: Individual Assessment</p> <p>Words: 60,000 words (excluding table of content, figures, references).</p> <p>Presentation: 10 Slides excluding references. You can expect a presentation of around 7 minutes, followed by questions and discussions on the way forward.</p> <p>Submission: 8 weeks after the completion of this module</p> <p>Weightage: 80%</p> <p>Submission: Online via e-campus</p> <p>Assessment Task: A submission-ready thesis draft and presentation (viva)</p> <p>The submission and presentation (mock defense) for this end of module assessment will be provided by a panel including Supervisor, module tutor, and at least one external examiner. The Scholars are expected to incorporate this feedback in their final Dissertation submission and defense.</p>



12	Placement/Work-based learning	NA
13	Reading List	<p>DBA scholars are strongly encouraged to explore a broad spectrum of literature beyond their specific area of focus in order to develop a comprehensive understanding of business management. It is vital to incorporate insights from peer-reviewed journals, business case studies, and industry reports, ensuring that scholars remain well-informed about emerging trends and best practices. While recommended references are provided, at Level 8, it is expected that students will go beyond these sources. Faculty members continuously update the e-campus with relevant and contemporary articles, contributing to the dynamic learning experience.</p> <p>Core Reading List</p> <p>Evans, D., Gruba, P. & Zobel, J., 2021. <i>How to Write a Better Thesis</i>. 4th ed. s.l.:Cambridge University Press.</p> <p>Sullivan, G. (2022). "The reflective practitioner: Application to doctoral studies in business." <i>Journal of Business Research</i>, 145, pp. 221-228.</p> <p>Supplementary Reading List</p> <p>Drummond, M. (2023). "Why did it happen to me? Reflecting on overcoming the inevitable doctoral journey speed-bumps." Faculty of Business and Law Research Day.</p> <p>Eco, U., 2015. <i>How to Write a Thesis</i>. s.l.:MIT Press.</p>



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