



EUROPEAN GLOBAL

Institute of Innovation & Technology

Doctor of Business Administration (DBA)

CURRICULUM

March 2024

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Administration

Section A – General information regarding the Institution	
1	Name of Provider Education Institution European Global Institute of Innovation & Technology (EU Global)
2	Education Institution – License Status <input type="checkbox"/> Licensed, with License number:
	<input type="checkbox"/> Licensed, but requesting a change in the mode of delivery to provide online learning. License number:
	<input type="checkbox"/> Licensed, but requesting a change in category due to this application. License number:
	<input type="checkbox"/> Not licensed, and requesting provider accreditation through separate application.



Administration

3	Brief Description of the Education Provider	<p>We are a licensed Higher Education Institution in Malta whose mission is to equip individuals with the skills needed for the evolving workforce, fostering lifelong learning through adaptable online and blended education, ensuring global employability in an ever-changing job market.</p> <p>Our group is for around 15 years in Switzerland, where our group provides education in the field of healthcare, management and data science and technology. We aim to accredit all these programmes for MQF/ EQF accreditation. We have around 5000+ hours of recorded content already via our group.</p> <p>We have been awarded permission to operate online in Munich, Germany and one of our colleges has received permission to set up a campus in Berlin, Germany.</p> <p>European Global Institute of Innovation & Technology have also applied for setting up a campus in Berlin alongside Malta.</p>
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Section B – 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	
		<input type="checkbox"/> Work Based Learning	
7	Blended Learning	Contact Hours delivered online.	
		Contact Hours delivered Face to Face	
8	Hours of Total Learning	Total Contact Hours	
		Self – Study Hours	
		Assessment Hours	
		Supervised Placement and Practice Hours	
9	Total Learning Hours	4500	
10	Mode of Attendance	<input checked="" type="checkbox"/> Full Time	
		<input checked="" type="checkbox"/> Part Time	
11	Programme Duration	Full Time __2-10__ Years ____ Months ____ Days	Part Time __3 - 10__ Years ____ Months ____ Days



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12	Target Audience	<input type="checkbox"/> Ages 3 -15 <input type="checkbox"/> Ages 16 – 18 <input 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	<p>This DBA programme aims to develop executives, managers, academicians and leaders who, by acquiring thorough knowledge of research methods, can effectively apply them to critically examine contemporary organisational and managerial practices, and recommend solutions that are valued by the stakeholders.</p>
15.1	Training Address/es where programme will be delivered.	<p>Online via e-campus campus.europeanglobalvarsity.com</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> <ul style="list-style-type: none"> <input type="checkbox"/> Generic Programmes and Qualifications <input type="checkbox"/> Education <input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Social Sciences, Journalism and Information <input type="checkbox"/> Business, Administration and Law <input type="checkbox"/> Natural Sciences, Mathematics and Statistics <input type="checkbox"/> Information and Communication Technologies <input type="checkbox"/> Engineering, Manufacturing and Construction <input type="checkbox"/> Agriculture, Forestry, Fisheries and Veterinary <input type="checkbox"/> Health and Welfare <input type="checkbox"/> Services



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17	Relationship to Occupation	Upon completion of the DBA studies, the following career opportunities are given: a) Research and teaching career at a university. b) Research and teaching career at a private institution. c) Senior position at an institute for higher education. d) Continuing education and growth in respective professions of practice as a practitioner.
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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 pursuedOR• A First Class Level 6 degree obtained from a recognised college/Institute/University with minimum 2 years work experience in the field where doctoral studies to be pursued;• Admission Interview to determine the prospective students' prior education and experience for doctoral studies and the prospective area of research interest.• Suggested proposal structure of not more than 1500.• Prior studies or worked in English Language OR IELTS 6.5 or equivalent. <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>Where an applicant has successfully completed one or more appropriate Masters level modules in a subject related to the course in the last 6 years, they may apply for credit transfer which may eliminate the need to undertake specialisation modules offered in Stage 2 of our DBA programme.</p>
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		<p>Similarly, where an applicant can demonstrate that they have appropriate and relevant professional experience related to the subject area of the course they may apply for Recognition of Prior Experiential Learning (RPEL) or Recognition of prior certificated learning (such as professional development awards or employment based awards) which is at higher education level but which has not led to the award of credits or qualifications positioned on the relevant higher education qualifications framework; which may eliminate the need to undertake one or more modules in the Programme.</p> <p>Our policies can be found here https://www.euglobal.edu.eu/eu-global-regulation-handbooks</p>
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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>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 programme within our Departments.</p> <p>Our approved programmes Level 7 are</p> <ul style="list-style-type: none">● MS Data Science & AI <p>Submitted for Approval:</p> <ul style="list-style-type: none">● MBA<ul style="list-style-type: none">○ Logistics and Supply Chain Management○ Project Management○ Health and Social Care Management○ Strategic & Digital Marketing○ Tourism & Hospitality Management○ Human Resource Leadership○ Environment, Energy and Sustainability Management○ Accounting & Finance International○ Business Business Analytics & AI○ Technology
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		<p>The programmes/ specialisations will become available post full approval of MFHEA. All further programmes/ specialisations approved in future at Level 7 will also be offered to the doctoral candidates.</p> <p>For their independent research, the learners can choose the topic in any field 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.</p> <p>The scholars must have approved subject specific supervisor before choosing the area in which they wish to pursue doctoral studies.</p> <p>Please refer to Section C – Programme Structure for detailed explanation.</p>
20	<p>Learning Outcomes for Overall Programme Post completing the programme, the student will be able to:</p>	<ol style="list-style-type: none"> 1. Acquire and apply a substantial body of knowledge in a systematic manner which is at the forefront of the respective area of the professional practice. 2. Transform practical knowledge to conceptualise, propose and implement a research project for the generation of new knowledge and to adjust the project in the light of unforeseen problems. 3. Analyse and create new knowledge, achieved through original research or advanced scholarship, should be of a calibre that extends the existing body of knowledge within the chosen discipline and meets peer review publication standards. 4. Apply techniques for research and advanced academic enquiry to recommend solutions valued by stakeholders, and to engage in reflective practice for continuous improvisation of the solutions that enhance stakeholders value. 5. Recognize the significance of ethical practices in research and adhere to the highest standards of research ethics as outlined by institution’s regulations and the broader academic community



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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 considering existing literature that are at the forefront of their professional practice.2. Comprehend and address intricate and current challenges facing both business and society. These challenges may encompass technological, cultural and social development.3. Create, plan, validate, execute, report on, and evaluate a significant research project that is professionally relevant and contributes to the generation of new knowledge.4. Structure and synthesise complex information, and adapt ethical practices in deciding methods of data collection and its analysis.5. Present, critically argue and defend ideas and results unambiguously and effectively in verbal and written communication.
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20.2	Knowledge	<p>Post completing the programme, the student will be able to:</p> <ol style="list-style-type: none">1. Critically assess theoretical and practical expertise in a specialised field of knowledge, considering its potential contributions to social and ethical issues on both national and international levels.2. Exhibit an in-depth comprehension of recent advancements in their profession, as well as current theoretical frameworks and methodologies, which are directly applicable to their professional environment.3. Demonstrate expertise in critical evaluations and analysis with incomplete or limited information to solve problems in new or unfamiliar environments and produce original research.4. Project a thorough understanding of the philosophy behind research methods and the way it influences research design, methodologies, data analysis, and the presentation of findings.5. Appraise extensive knowledge of quantitative, qualitative, and mixed methods to independently conduct empirical research, and to create, analyse, and interpret new knowledge within the discipline.
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20.3	Skills	<p>Post completing the programme, the student will be able to:</p> <ol style="list-style-type: none">1. Apply professionally relevant literature and knowledge at the forefront of their field 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.3. Analyse data using suitable methods and communicate the results effectively to others.4. Communicate and present empirical research findings and conclusions to professional peers, academic community and other stakeholders.
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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. Though the coursework is introduced, completing coursework and not completing dissertation and defense would not entitle a scholar “Dr” title.</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 programme, if available. Please note that this additional coursework is neither mandatory nor leads to our doctoral degree. Post completing this Level 7 relevant coursework, the student can initiate dissertation.</p> <p>Our Doctorate is taught in 4 Stages: Stage 1: Stage 1 begins with reflection on previous experience and expertise the scholar 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. The coursework will enable them to study literature heavy courses on Business & Management and related specialisations, and Technology as well, which enables them the mindset towards evidence based enquiry at the workplace.</p>
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		<p>We lay special relevance to spreading awareness towards the sustainability issues and environment, and are a believer to relate the possible objectives to be thoughtful towards society at large. Hence, 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>Stage 2: Pathways Scholars are required to show completion of the relevant Masters within the last 6 years, or undertake at least 24 worth advanced level/ pathways at Level 7 offered by us along with peer review and teaching practices and the research enquiry within the chosen specialisation. Please note admission requirements and this phase can be waived for the relevant prior education or experience.</p> <p>Stage 3: Research Proposal Phase: Stage 3 plays special emphasis on transforming practical knowledge into the research project in the chosen field. This phase provides an opportunity to finalise the research proposal and defend it to seek feedback. The coursework in this stage enables students to write their dissertation in a comprehensive manner.</p> <p>Stage 4: 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>Residencies</p>
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		<p>We conduct various residencies in online mode/ on-campus 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.</p> <p>Supervisor: 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 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> <p>2024 conference is planned in Dubai.</p> <p>Planned Journal Issue</p>
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		<p>EU Global is passionate about research. The initial foundation for Journal Launch has been laid, and now planning to accept research papers for publication. The Journal will be open for all scholars to submit papers for publication. In addition, EU Global faculty is associated with a huge editorial network who will be participating in residencies to promote research and publication in reputed journals.</p> <p>Research Conclave/ DBA Conclave We schedule Research conclave with participation from reputed reviewers for our learners. This allows them to initiate their research presentation journey with relevant expert feedback, and motivates them to publish and make their research journey an asset. This year's research conclave is scheduled for late September.</p>
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22	Selection Criteria for Tutors/Lecturers for this programme.	<p>Faculty</p> <p>Faculty at EU Global are responsible to continuously deliver the learning objectives of each module and to collaborate with the community on a daily basis</p> <p>Responsibilities</p> <ul style="list-style-type: none">● Delivering learning objectives per module● Delivering, evaluating and grading of group assignments● Delivering, evaluating and grading of quizzes, fill in the blanks, essays● Moderating group discussions and providing expert feedback● Integrating Expert Know-How <p>Requirements</p> <ul style="list-style-type: none">● Existing advanced didactic knowledge 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">● Offers the doctoral student help in the search for scholarships● Offers assistance in the conception of the work● Creates an inspiring atmosphere of encouragement● Focusses on the central theme● Encourages creativity● Regularly organises doctoral seminars● Assesses thoroughly and evaluates fairly
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		<ul style="list-style-type: none"> ● Delivers valuable feedback ● 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 <p>Current onboard supervisors, and we accept students in doctoral areas post recruiting the Supervisor as subject matter expert.</p> <p>https://drive.google.com/drive/folders/1wgS3U1gPItjyuFiuqSYCtO1icR_TsZCQ?usp=sharing</p> <table border="1"> <tr><td>Dr. Marco Alberto Javerone</td><td>Game Theory, Mathematics, AI, Computer Science</td></tr> <tr><td>Dr. Anurag Singh</td><td>Computer Science, Data Warehouse, Data Science</td></tr> <tr><td>Dr. Kanika Gupta</td><td>Finance and Accounting</td></tr> <tr><td>Dr. Flavio Gazzani</td><td>Economics, Sustainable and Renewable Energy</td></tr> <tr><td>Dr. Viana Hassan</td><td>Hospitality & Tourism</td></tr> <tr><td>Dr. Elena Spanou</td><td>Hospitality & Tourism</td></tr> <tr><td>Dr. Djomo</td><td>Applied Economics & Management, Agribusiness</td></tr> <tr><td>Dr. Udeme Henrietta UKPE</td><td>Agricultural Economics</td></tr> <tr><td>Dr. Shubham Agarwal</td><td>Education and Management</td></tr> <tr><td>Dr. Shakoor Ward</td><td>Human Resources, Leadership and Strategy</td></tr> <tr><td>Dr. Ramanathan Sakkavarthy</td><td>Computer Science, AI, Programming, Big Data, Analytics</td></tr> <tr><td>Dr. Niraj Saxena</td><td>Business Management, Marketing</td></tr> <tr><td>Dr. Anna Kondratyuk</td><td>International Law</td></tr> <tr><td>Dr. Anjana Singh</td><td>Hospitality & Tourism</td></tr> <tr><td>Dr. Anju Gulla</td><td>Marketing and Digital Marketing</td></tr> <tr><td>Dr. Zern</td><td>Healthcare</td></tr> <tr><td>Dr. Martin Kunst</td><td>Marketing, Sales & Strategy</td></tr> </table>	Dr. Marco Alberto Javerone	Game Theory, Mathematics, AI, Computer Science	Dr. Anurag Singh	Computer Science, Data Warehouse, Data Science	Dr. Kanika Gupta	Finance and Accounting	Dr. Flavio Gazzani	Economics, Sustainable and Renewable Energy	Dr. Viana Hassan	Hospitality & Tourism	Dr. Elena Spanou	Hospitality & Tourism	Dr. Djomo	Applied Economics & Management, Agribusiness	Dr. Udeme Henrietta UKPE	Agricultural Economics	Dr. Shubham Agarwal	Education and Management	Dr. Shakoor Ward	Human Resources, Leadership and Strategy	Dr. Ramanathan Sakkavarthy	Computer Science, AI, Programming, Big Data, Analytics	Dr. Niraj Saxena	Business Management, Marketing	Dr. Anna Kondratyuk	International Law	Dr. Anjana Singh	Hospitality & Tourism	Dr. Anju Gulla	Marketing and Digital Marketing	Dr. Zern	Healthcare	Dr. Martin Kunst	Marketing, Sales & Strategy
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23	General Assessment Method	<p>The Assessment strategy has been designed to provide students with a variety of challenges appropriate for Masters and doctoral level modules in Business and Technology.</p> <p>The range of assessments in the module have been developed in order to support the pedagogical approaches employed and which are appropriate for the nature of the subject disciplines covered. In line with our Assessment Policy, assessments for the individual modules will be designed to enable students to demonstrate that they have successfully met the learning outcomes. These are specified in each assignment brief along with any assessment criteria. Students are also supported through the use of grade descriptors.</p> <p>There is a considerable weighting given to a taught component which comprises an integral and key part of the programme, and the assessment of the taught component contributes directly towards the final award at level 7 in case of an early exit. It is important to note that passing the coursework will not lead to the doctoral award, and neither the grades will be added to the final grade.</p> <p>Entire coursework is assessed using Level 7 rubric descriptors provided in our Assessment Policy.</p> <p>Doctoral Thesis</p> <p>The thesis produced by the Doctoral students will make an original contribution to knowledge within the relevant area or areas of professional practice.</p> <p>We also integrate formative assessment which does not contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p>
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	Practicum/Dissertation/Final Project	<p>The dissertation and defense guidelines are presented in this additional document governing these components in the appended document, please review</p> <p>Additional Regulations for Research degrees https://docs.google.com/document/d/1_eG8LYAc_hZ_7hayX2kYZEfmW6BKdGdH07AkkLmaeU/edit?usp=sharing</p>
24	Placement/Work-based learning	In can of Doctoral Research, the candidates are required to mentor or be a teacher support at our own Institution. This is a part of academic activities and the peer to peer module.

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
	Stage 1 - Exploring Research Problem		ECTS			



Administration

RES 101	Residency 1: Study Skills	C		8	<p>Each module is planned to be delivered via LMS with Unit-wise categories, reading material, module assessments and milestone submissions. The lectures are conducted live online for residencies, the recordings of which are mandatory to be provided to the students, AND all other modules are taught in self-paced pre-recorded manner. Regular MasterCamps are scheduled to strengthen the research output of the scholars.</p> <p>Supervisor is allocated to Research scholars.</p>	<p>Online as mentioned in general assessment method of each module, residency and dissertation.</p>
DOC 101	Exploring contemporary issues in Business & Management	C		8		
DOC 102	Professional Review and translating in research	C		8		
RES 102	Residency 2: Research Ethics	C		8		
DOC 103	Innovative Research for Sustainable Development	C		8		
RES 103	Residency 3: Proposal Writing	C		8		
DOC 104	Literature Review for Research Studies	C		8		
	Stage 2: Pathways (please see description below)					
DOC 110	Peer to Peer Supervision	C		8		
	Stage 3: Proposal Phase					
DOC 105	Business Statistics	C		8		
DOC 106	Research Design and Philosophy	C		8		
DOC 107	Designing a Quantitative Research Methodology	C		8		
DOC 108	Designing a Qualitative Research Methodology	C		8		
RES 104	Residency 4: Academic Publication	C		8		
RES 105	Residency 5: Data Collection	C		8		
RES 106	Residency 6: Discussion, Conclusions & Recommendations	C		8		
RES 107	Residency 7: Dissertation writing & Defense preparation	C		8		
DOC 112	Stage 3 - Dissertation Phase	C		8		



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The various stages of the doctoral programme are designed to achieve the learning outcomes of the programme in a systematic manner. The learning outcomes of the programme are:

1. Transform practical knowledge to conceptualise, propose and implement a research project for the generation of new knowledge and to adjust the project in the light of unforeseen problems
2. Acquire and comprehend substantial body of knowledge in a systematic manner which is at the forefront of the respective area of the professional practice.
3. Analyse and create new knowledge, achieved through original research or advanced scholarship, should be of a calibre that extends the existing body of knowledge within the chosen discipline and meets peer review publication standards.
4. Apply techniques for research and advanced academic enquiry.
5. Recognize the significance of ethical practices in research and adhere to the highest standards of research ethics as outlined by institution’s regulations and the broader academic community.

	Stage 1 - Exploring Research Problem	Mandatory Milestones	Recommended Formative Deliverables to Supervisor
RES 101	Residency 1: Study Skills		
DOC 101	Exploring contemporary issues in Business & Management		Deliverable 1: Professional Reflection
DOC 102	Professional Review and translating in research		
RES 102	Residency 2: Research Ethics		
DOC 103	Innovative Research for Sustainable Development	Milestone 1: Problem Identification	
RES 103	Residency 3: Proposal Writing		
DOC 104	Literature Review for Doctoral Studies		Deliverable 2: Chapter II: Literature Review
	Stage 2: Pathways (please see description below)		
DOC 110	Peer to Peer Supervision		Deliverable 3: Chapter II: Literature Review
	Stage 3 - Proposal Phase		
DOC 105	Business Statistics		
DOC 106	Research Design and Philosophy		
DOC 107	Designing a Quantitative Research Methodology		
DOC 108	Designing a Qualitative Research Methodology		Deliverable 4: Chapter III: Methodology
RES 104	Residency 4: Academic Publication	Milestone 2: Research Proposal and defense	
RES 105	Residency 5: Data Collection		
RES 106	Residency 6: Discussion, Conclusions & Recommendations		Deliverable 5: Chapter IV: Data Collection and Data Analysis
RES 107	Residency 7: Dissertation writing & Defense preparation		Deliverable 6: Chapter V: Application to Practice and Discussion
	Stage 4: Dissertation Phase	Milestone 3: Dissertation Submission & Defense	

Stage 1:



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Stage 1 allows scholars to achieve outcome number one by delving deeper into their current area of expertise in a reflective manner and evidence-based initiative. An evidence-based initiative in the context of identifying research topics for doctoral students involves using empirical data, existing research, and proven methodologies to guide the selection of a research focus. Alongside, scholars are allowed to identify innovative approaches for sustainable development.

Stage 2 Pathways

Mastering chosen pathways is crucial for doctoral students because it equips them with deep, expert-level knowledge and skills in a specific area, enabling them to contribute original research that advances their field. Pathways ensures they can critically engage with complex concepts, methodologies, and debates, making them credible authorities in their discipline. This expertise is essential for producing high-quality, impactful dissertations, publishing in academic journals, and securing academic or industry positions. Moreover, mastery of a specialisation allows students to innovate, address specific challenges, and provide valuable insights that can influence both theory and practice in their area of study. This addresses learning outcome No. 3.

We offer studies in various departments. At present, 2 Departments are developed with advanced courses with ECTS at Level 7 available at our Institution. These Departments are:

- Department of Technology
- Department of Management

Within these Departments, there are various faculties such as Data Science, Accounting & Finance, Hospitality & Tourism, Marketing, etc.

DBA in chosen Specialisation:

If doctoral researchers have a previous qualification in the same area where they aim to pursue their thesis, they may avoid studying this coursework, but focus on literature review and peer to peer supervision. But if they do not possess the master qualification within the same area as their doctoral research, they can pursue the coursework offered by us. Our doctoral candidates will be allowed to choose one of these pathways and their specialisation area.

Please read details in this document, also shared in Section B above

https://docs.google.com/document/d/1_eG8LYAc_hZ__7hayX2kYZEfmW6BKdGdH07AkKLmaeU/e_dit?usp=sharing

Stage 3:

Having built an extensive subject-specific/ topic specific literature in Stage 2, the scholars in this stage progress towards in-depth understanding of research design, data collection, data analysis tools, etc. This stage is a crucial stage for finalising the research proposal, and taking the dissertation to an advanced stage, leading to completion. The recommended courses and residencies in this stage enables the learners to maximise the outcomes of this stage.

Stage 4:

This stage allows scholars to finalise their dissertation, pre-defense and defense.



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2	Total ECTS Requesting Accreditation																															
3	Total ECTS for Programme Completion																															
4	Exit Awards/Qualifications	<p>Exit Qualification 1: Master of Research</p> <table border="1"> <tr><td>RES 101</td><td>Residency 1: Study Skills</td></tr> <tr><td>DOC 101</td><td>Exploring contemporary issues in Business & Management</td></tr> <tr><td>DOC 102</td><td>Professional Review and translating in Doctoral research</td></tr> <tr><td>RES 102</td><td>Residency 2: Research Ethics</td></tr> <tr><td>DOC 103</td><td>Innovative Research for Sustainable Development</td></tr> <tr><td>RES 103</td><td>Residency 3: Proposal Writing</td></tr> <tr><td>DOC 104</td><td>Literature Review for Doctoral Studies</td></tr> <tr><td>DOC 105</td><td>Business Statistics</td></tr> <tr><td>DOC 106</td><td>Research Design and Philosophy</td></tr> <tr><td>DOC 107</td><td>Designing a Quantitative Research Methodology</td></tr> <tr><td>DOC 108</td><td>Designing a Qualitative Research Methodology</td></tr> <tr><td>RES 104</td><td>Residency 4: Academic Publication</td></tr> <tr><td>RES 105</td><td>Residency 5: Data Collection</td></tr> <tr><td>RES 106</td><td>Residency 6: Discussion, Conclusions & Recommendations</td></tr> <tr><td>RES 107</td><td>Residency 7: Dissertation writing & Defense preparation</td></tr> </table> <p>Duration: 12 - 48 months Entry Criteria if any learner aspires to do a stand-alone programme: Same as in this doctoral programme, but structured abstract is not required.</p>	RES 101	Residency 1: Study Skills	DOC 101	Exploring contemporary issues in Business & Management	DOC 102	Professional Review and translating in Doctoral research	RES 102	Residency 2: Research Ethics	DOC 103	Innovative Research for Sustainable Development	RES 103	Residency 3: Proposal Writing	DOC 104	Literature Review for Doctoral Studies	DOC 105	Business Statistics	DOC 106	Research Design and Philosophy	DOC 107	Designing a Quantitative Research Methodology	DOC 108	Designing a Qualitative Research Methodology	RES 104	Residency 4: Academic Publication	RES 105	Residency 5: Data Collection	RES 106	Residency 6: Discussion, Conclusions & Recommendations	RES 107	Residency 7: Dissertation writing & Defense preparation
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RES 107	Residency 7: Dissertation writing & Defense preparation																															
5	Structure of Programme	<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.</p> <p>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>																														



Section D – Module/Unit Structure

Sub-Section D – Module D # [RES101]

1	Title of Module/Title	Study Skills
2	Module/Unit Description	<p>This module is offered as a residency with the aim to prepare the doctoral scholars to make the most out of the program and their learning experience. It is designed as a practice-oriented pre-course module to provide the learners with information on the key academic skills that are prerequisites for a successful research journey. This module is divided into 3 broad categories focussing on the development of thinking, reading, writing and organising skills. The module addresses how scholars can become critical and reflective thinkers, deep and symptomatic readers, persuasive writers and shares methodologies of planning and organising studying and learning.</p> <p>This module will be offered in the first stage of the programme providing students with a comprehensive grounding in academic skills for research.</p> <p>The Study skills course for doctoral scholars will leverage a blend of asynchronous video lectures with embedded quizzes, interactive online workshops and webinars. Collaborative learning methods allow for peer learning and the development of valuable communication skills essential for research success.</p>
3	Learning Outcomes	



Administration

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 enhanced reading and comprehension skillsB. illustrate improved writing and communication skillsC. evaluate and compare possible courses of action and make appropriate decisionsD. prioritise learning needs and design development plans to address themE. collaborate with openness and sensitivity to diversityF. express self-directed learning and metacognitionG. devise stress management strategies and maintain motivation
3.2	Knowledge	<p>At the end of this residency, students will be able to</p> <ul style="list-style-type: none">A. identify their learning styles and develop techniques for active reading, such as summarising key points, annotating text, and asking critical questions.B. apply strategies for effective note taking, organisation, and information retrieval.C. evaluate information critically, form strong arguments, apply knowledge to new situations and develop strategies for devising research questions and analysing research findings.D. inculcate familiarity with academic databases, library resources, and online research tools, understand plagiarism and proper citation styles.



Administration

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. analyse and synthesise study skills related concepts and frameworks with clarity and critical reflection B. plan and manage work and study time C. develop an awareness of the impact of your own thinking and behaviour and a use this as the basis for developing your professional and personal competences <p>Module-Specific Learner Skills At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none"> A. exhibit research skills including the skills to navigate databases, citation chaining and critically evaluating the legitimacy of publications B. devise strong research questions, construct clear and concise arguments, and use appropriate academic language. C. define milestones and prioritise tasks <p>Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"> A. identify keywords in an essay title and think of alternative keywords to conduct bibliometric searches online. B. combine keywords using Boolean logic and the Google version of boolean logic. C. use a variety of communication media effectively
4	MQF Level pegged for this module/unit	Level 8
5	Total Number of ECTS for this module/unit	



Administration

6	Hours of Total Learning for this module/unit	Total Contact Hours
		Self – Study Hours
		Assessment Hours
		Supervised Placement and Practice Hours
7	Total Learning Hours for this module/unit.	50
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.
		Contact Hours delivered Face to Face



Administration

10	How this module will be taught.	<p>Unit 1: Thinking & Reading</p> <ul style="list-style-type: none">• Become a critical thinker• Reflective thinking• Reading skills - Scan/Skim/Active/Deep reading• Note taking <p>Unit 2: The writing process</p> <ul style="list-style-type: none">• Building an argument• Planning and structuring• Data Management• Academic writing - Critical writing & Reflective writing <p>Unit 3: Plagiarism & Reference Management</p> <ul style="list-style-type: none">• Plagiarism• Referencing & Annotated bibliography• Proofreading <p>Unit 4: Developing Digital skills for Research</p> <ul style="list-style-type: none">• Searching electronic resources and website evaluation• MS Office for reference management• Reference Management Softwares <p>Unit 5: Time Management & Self Care</p> <ul style="list-style-type: none">• Prioritising & Scheduling• Goal setting & strategies for mitigating challenges• Stress Management
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Administration

11	<p>How this module will be assessed.</p>	<p>Identify and describe the digital learning tools being used for the assessment chosen and indicate the pass mark. Additionally, add detail specific to the assessment, such word count, duration, etc.</p> <p>Continuous Assessment - 40%</p> <p>Weekly Study skills journal to reflect on progress made in their learning habits, time management strategies, and identified areas for improvement etc. Word limit: 300 words per entry</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is Presentation, 8 - 10 slides on Digital skills for research.</p> <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> <p>Please refer to the Assessment Policy for the rubric for the overall program. The student must pass in individual components and overall.</p>
	<p>Practicum/Dissertation/Final Project</p>	<p>Not Applicable</p>
12	<p>Placement/Work-based learning</p>	<p>Not Applicable</p>



Administration

13	Reading List	<p>Core Reading List</p> <ol style="list-style-type: none">1. Cottrell, S. (2024). The study skills handbook. Bloomsbury Publishing. <p>Supplementary Reading List</p> <ol style="list-style-type: none">1. Suter, W. N. (2011). Introduction to educational research: A critical thinking approach. SAGE publications.2. Moon, J. (2008). Learning to learn in higher education. Routledge.3. Moxley, J. M. (2019). The scholarship of teaching and learning in doctoral education: A handbook for program and faculty development. Stylus Publishing, LLC.4. Parade, S. H. (2016). Writing at doctoral programs: Navigating genres and expectations. Stylus Publishing, LLC.5. Griffiths, R. (2013). Time management for PhD students. <i>Education and Training</i>, 55(2/3), 189-201. doi: 10.1108/004009113113103226. Lee, C. (2016). Effective study strategies for doctoral students: A review of the literature.** <i>Journal of Educational Psychology</i>** , 108(2), 247-261. doi: 10.1037/a00393247. Nguyen, H. T. (2011). Challenges and strategies for successful PhD study: A review of the literature.** <i>International Journal of Educational Development</i>** , 31(3), 250-259. doi: 10.1016/j.ijedudev.2010.12.002 <p>Learners are motivated to read widely from</p> <ol style="list-style-type: none">1. Journals like <i>Journal of Educational Psychology</i>, <i>Instructional Science</i>, <i>Higher Education</i>2. Online Platforms and Blogs Platforms like LinkedIn, Udemy or edX offer free online courses on research skills, time management, or academic writing.
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Administration

		<p>3. The above is not an exhaustive list. Further unit-wise readings are shared by faculty via VLE and are updated at regular intervals. The readings are constantly updated as well. As a general fundamental, we don't make books mandatory at Level 7 and above, 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 # [DOC101]		
1	Title of Module/Title	Exploring Contemporary Issues in Business & Management



Administration

2	Module/Unit Description	<p>This module is framed within the complex and challenging nature of twenty-first century management. Its dual aims are to help students build on their current understanding of management and enable them to develop and improve their practice of managing. This module is a programme of professional development which requires students' active engagement with a wide variety of materials, activities and resources to enlarge their knowledge of the functions of management and make a real difference in their own context of managing.</p> <p>This module will be offered in the first stage of the programme providing students with a comprehensive grounding in key management and business disciplines. This module is taught using reflective pedagogy and evidence based management. Using this methodology of teaching will help extend the students journey beyond this programme by developing the mindset of reflection and evidence based decision making in their areas of practice. The module includes an introduction to elements of creative thinking and problem solving, whilst active engagement and critical reflection are central to the design and embedded in the way students will learn.</p> <p>This approach will enable the student to develop right from the start of their programme habits of practical professional practice based on rigorous analysis, but which will automatically proceed to synthesis, decision making and implemented activity.</p>
3	Learning Outcomes	



Administration

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">● challenge your own thinking and practice by reflecting upon it critically in the light of the ideas you encounter, and through debates with others● plan and implement change which will have real impact within your own organisational context.● evaluate and compare possible courses of action and make appropriate decisions in the light of the context in which you are managing● appraise and accommodate constraints, opportunities and threats present in your management contexts● identifying learning needs and design development plans to address them● communicate effectively as a manager with staff and colleagues at all levels and areas of an organisation● work effectively with others with openness and sensitivity to diversity● independent inquiry, investigation and on-going reflection on your own learning in context
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Administration

3.2	Knowledge	<p>At the end of this module, students will be able to</p> <ul style="list-style-type: none">A. develop your understanding of the core and current frameworks, theories and tools and to assess their relevance to the issues of twenty-first century leading and managingB. understand the complex and interrelated nature of organisations and management practice; the critiques of and key debates within the study of business and management; and the global context in which business and management is practisedC. understand the main managerial issues associated with key business functional areas of Managing People and OrganisationsD. draw appropriately as a manager on both academic and practitioner knowledge
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">● analysing and synthesising key concepts and frameworks with clarity and critical reflection● plan and manage your work and study time● develop an awareness of the impact of your own thinking and behaviour and a use this as the basis for developing your professional and personal competences



Administration

		<p>Module-Specific Learner 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 their ability to engage critically with management frameworks, theories and tools helping you to select and adapt techniques and approaches appropriate to own management context, in order to shape your own management practice B. develop interpersonal and conceptual skills that will help learners to use ideas and frameworks to make sense of, and to work with, organisational complexity
		<p>Module-Specific Digital Skills and Competences</p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"> A. applying business and management numeracy skills and quantitative analysis B. finding, recording and using information, data and evidence effectively – drawing competently on relevant professional and academic literatures C. employ a variety of communication media effectively
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
		Self – Study Hours
		Assessment Hours



Administration

		Supervised Placement and Practice Hours
7	Total Learning Hours for this module/unit.	150
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input checked="" type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning .
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online.
		Contact Hours delivered Face to Face



Administration

10	How this module will be taught.	<p>Unit 1: Exploring management: Perspectives and practice: Introduction , Traditional theories of management, Management as a science versus management as an art , Management activities, Recognising your roles as a manager; The manager’s environment: Introduction, Stakeholder analysis and management, Identifying and mapping an organisation’s stakeholders, Analysing an organisation’s stakeholders, Managing stakeholders, Power and politics at work; Change at work: Introduction, Positioning change – fantasy or reality, Attempting to understand change, Modelling change, Change – it depends, Processing change, ‘Successful’ change: a problematic concept?</p> <p>Unit 2: Managing people and organisations: Understanding organisations: Introduction, Organisational context, Organisational culture; Working with people: Introduction, Motivation, Teams and groups; Managing people: Introduction, The development of HRM, Organisational entry, Performance and rewards, Developing human resources</p> <p>Unit 3: Managing financial resources and performance: Budgets and management, costing tools: Introduction, Budget: a planning and control tool, Budgetary methods ; Costing: Full costing, Contribution costing, Break-even analysis; Making financial decisions: Activity-based costing; Financial statements: Introduction, The nature of financial statements, The balance sheet, The income statement, The cash flow statement; Ratio analysis: Introduction, The nature of ratio analysis, Profitability, Liquidity and solvency, Operating efficiency, Investor ratios, Ratio analysis – a critical review</p>
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Administration

		<p>Unit 4: Managing marketing: Understanding customers: Introduction, The nature of value and exchange, market segmentation and targeting, Understanding consumer buying behaviour and market research, Understanding organisational buying behaviour, The crucial role of customer satisfaction and emotion 2: The organisation – marketing strategy, planning and roles: Introduction, Marketing strategy – markets, products and competitors, Market positioning and branding; The marketing planning process: The scope and organisation of marketing activities; Managing relationships and communicating value: Introduction, Relationship marketing, Internal marketing, Marketing communications</p> <p>Unit 5: Managing operation: : Understanding operations: Understanding operations management and the operations function, Strategic dimension and objectives of operations; Managing operations: Operations design, Process technologies, Planning and control, Supply chain management; Improving operations: Deciding on what to improve, How to improve operations, Global challenges</p>
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Administration

11	How this module will be assessed.	<p>Identify and describe the digital learning tools being used for the assessment chosen and indicate the pass mark. Additionally, add detail specific to the assessment, such word count, duration, etc.</p> <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 key area 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. This course will be assessed by continuous and end of the course assessment.</p> <p>Continuous assessment is conducted within various units studied by the learner (weekly), and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple choice questions. Submission: Weekly/at the close of each unit Word limit: None</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is the report submission Word count: 1500 words. Submission: End of term</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 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>
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Administration

		Please refer to the Assessment Policy for the rubric for the overall program. The student must pass in individual components and overall.
	Practicum/Dissertation/Final Project	End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is the report submission Word count: 1500 words. Submission: End of term
12	Placement/Work-based learning (if applicable)	Not Applicable



Administration

13	Reading List	<p>Core Reading List</p> <p>A. Peter F. Drucker 2008 Management Harper Business New York</p> <p>Supplementary Reading List</p> <p>a) Dessler Gary 2017 Fundamentals of Human Resource Management Pearson Education, India</p> <p>b) M. Y. Khan, P. K. Jain 2018 Financial Management: Text, Problems and Cases McGraw Hill Education India</p> <p>c) Ramasamy Namakumar 2016 Marketing Management, Asian Perspective McMillan Publishers New Delhi</p> <p>d) Tony Arnold J. R., Stephen N. Chapman, and Lloyd M. Clive 2018 Introduction to Materials Management, sixth edition Pearson Prentice Hall Boston</p> <p>e) Philip Kotler, and Kavin Lane Keller (2016). Framework for Marketing Management, 6 th Edition, Pearson Education, Global edition..</p> <ul style="list-style-type: none">● Learners are motivated to read widely from● 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 VLE and are updated at regular intervals.</p>
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Administration

		<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 # [DOC102]		
1	Title of Module/Title	Professional Review and translating in research



Administration

2	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>
3	Learning Outcomes	



Administration

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. reflect critically on their practice as a manager / leader, evaluate their strengths and weaknesses and identify strategies for developing their personal and professional effectiveness in their role as a manager / leader.B. develop, from all they have studied, a practical ability to read complex managerial/leadership situations, showing independence and originality.C. build, from all they have studied, a repertoire of knowledge, skills, techniques (practical and theoretical) which they can draw on to frame appropriate interventions (short-term) and managerial / leadership strategies (long-term) to be effective in the management situations in which they find themselves.D. identify ways in which they will independently continue their own professional development as a manager / leader.E. demonstrate the ability to engage effectively with a practical management problem of strategic significance, through critically utilising and assessing management theory, integrating multiple perspectives.F. design an implementation process, taking into account multiple interests, uncertainties and potential barriers.G. apply knowledge, experience and theory to understanding complexity, and evaluate the implications for their own and others' roles.
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Administration

3.2	Knowledge	<p>At the end of this module, students will be able to</p> <ul style="list-style-type: none">A. acquire 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. employ research capabilities such as 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
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">● think analytically and synthetically.● evaluate critically● use logical and coherent arguments.● be a reflective practitioner.



Administration

		<p>Module-Specific Learner Skills At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none"> A. make sense of new knowledge and information. B. integrate doctoral and previous study with practical issues encountered in their working life. C. link theory and practice. D. evaluate their own professional development and skills requirements, in relation to their current work context, as well as their post-doctoral development
		<p>Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"> A. employ tools to organise information such as MS Excel B. learn literature review and referencing tools
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
		Self – Study Hours
		Assessment Hours
		Supervised Placement and Practice Hours
7	Total Learning Hours for this module/unit.	150
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input checked="" type="checkbox"/> 100% Online



Administration

		<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.
		Contact Hours delivered Face to Face
10	How this module will be taught.	<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 / leader 2. develop and demonstrate a capability for critical and independent learning 3. 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>



Administration

11	How this module will be assessed.	<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>Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is in the form of forum activities (each with 10% weightage)</p> <ul style="list-style-type: none">a) Identify readings on the importance and process of peer review in scholarly publishing and discuss the benefits and potential challenges of peer review. (200 words)b) identifying reputable journals, understanding journal impact factors, and criteria for selecting a strong research article (open word limit)c) Identify and outline the key sections and briefly summarise the purpose of each section. (200 words)d) critically analyse specific sections of the chosen research article keeping in view originality and Significance, Methodology, Results and Discussion <p>Submission dates will be communicated at the start of the module.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a grant proposal development that highlights the gaps in identified literature in 2000 words.</p> <p>Submission: End of term</p>
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Administration

		<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	<p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a grant proposal development that highlights the gaps in identified literature in 2000 words.</p> <p>Submission: End of term</p>
12	Placement/Work-based learning (if applicable)	Not Applicable



Administration

13	Reading List	<p>Core Reading List</p> <ol style="list-style-type: none">1. Saunders, M., & Lewis, P., & Thornhill, A. (2019). <i>Research Methods for Business Students</i>. (8th ed.). Pearson International. https://elibrary.pearson.de/book/99.150005/9781292208794 <p>Supplementary Reading List</p> <ul style="list-style-type: none">• Easterby-Smith, M., Thorpe, R. and Jackson, P.R. 2015, <i>Management and business research</i>. Sage.• McNiff, J., 2017. <i>Action research: All you need to know</i>. 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 VLE and are updated at regular intervals. 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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Administration

Sub-Section D – Module D # [RES 102]		
1	Title of Module/Title	Research Ethics

EU GLOBAL



Administration

2	Module/Unit Description	<p>The creation of novel and authentic information/study that can deliver the socio-economic and intellectual benefits required by the global community requires extremely rigorous and responsible efforts. It is thus imperative that researchers create high quality research outputs which are ethically derived and are devoid of any academic misconduct, including plagiarism. There have been serious concerns regarding plagiarism, fabrication and falsification plaguing the research fraternity in the past decade. This module is developed to combat such threats and incorporate the knowledge and skills required by scholars to conduct ethical research. The learners will delve into core principles like informed participant consent, data privacy, and responsible authorship and co-authorship. It shall explore the diverse ethical dilemmas and complexities especially in the specific fields of research chosen and develop strategies to mitigate risk. The module emphasises responsible research conduct, covering topics like data integrity, avoiding fabrication/falsification or any other academic misconduct, and proper citation practices. Through interactive exercises and case studies, the learners will gain practical experience in applying ethical principles to their research endeavours in real-world research scenarios.</p> <p>This module will be offered in the first stage of the programme. Interactive methods like case studies and real world scenarios will help students develop critical and creative thinking along with ethical decision-making skills. This will prepare them to navigate complex ethical issues that may arise in their own research endeavours. This pedagogical approach will help learners explore ethical dilemmas, experience the complexities of real research scenarios which will help learners develop their own ethical reasoning skills and understand potential consequences of their choices.</p>
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Administration

3	Learning Outcomes	
3.1	Competences	<p>This module cultivates a diverse set of competencies crucial for doctoral researchers. They will be able to</p> <ul style="list-style-type: none">A. develop a nuanced understanding of ethical considerations across various research disciplines.B. formulate a specific focus on ethical challenges within the business and management domain ensuring that their own doctoral research adheres to the highest standards.C. critically reflect on productive methods that highlight good research practicesD. create original research proposals that adhere to the principles of research ethics make them competent to aggregate and synthesise knowledge from various literature and disciplines to develop innovative and interdisciplinary solutions.E. critically examine potential courses of action when encountering suspected research misconduct and develop strategies for addressing and mitigating research irregularities



Administration

3.2	Knowledge	<p>This module on Research Ethics fosters an appreciation of ethical considerations while conducting research. Upon completion of this module, the students will be able to</p> <ul style="list-style-type: none">A. articulate a comprehensive framework of research ethics principles through a deep understanding of core concepts like informed consent, data privacy, authorship, and responsible conduct of research.B. analyse ethical dilemmas specific to their chosen field of study by identifying potential ethical issues within their research questions, methodologies, and data collection processes.C. apply prevailing research ethics guidelines and regulations which includes familiarity with national and international agreements on research misconduct, data protection, and inclusion of participants in research.D. critically evaluate the prepared research proposal, published articles and referenced literature for ethical considerations and responsible research practices within the broader academic community.E. develop a plan to address ethical issues within their doctoral research project while designing research methodologies that are ethical, respectful of participants, and compliant with relevant regulations.
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Administration

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. analyse and synthesise key concepts and frameworks with clarity and critical reflectionB. plan and manage work and study timeC. develop an awareness of the impact of your own thinking and behaviour and a use this as the basis for developing your professional and personal competences
		<p>Module-Specific Learner Skills</p> <p>Upon successful completion of this module, the scholars will develop the skills of ethical research.</p> <ul style="list-style-type: none">A. critical thinking skills to identify and address potential ethical dilemmas, ensuring the responsible conduct of their doctoral research projects.B. develop a strong foundation in ethical principles, empowering scholars to contribute to a research environment built on integrity and respect for participants and data.



Administration

		<p>Module-Specific Digital Skills and Competences</p> <p>At the end of the module/unit, the scholars will</p> <ul style="list-style-type: none"> A. gain proficiency in using online resources to locate relevant research resources using ethical codes and guidelines. B. develop the ability to utilise digital tools for secure data storage and anonymization, ensuring participant confidentiality throughout their research endeavours. C. acquire advanced ethical skills in data management, including the collection, analysis, and interpretation of large datasets D. apply ethical methods to finding, recording and using information, data and evidence effectively – drawing competently on relevant professional and academic literature to enhance research efficiency and accuracy E. apply research-oriented numeracy skills and quantitative analysis F. use a variety of communication media effectively
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
		Self – Study Hours
		Assessment Hours
		Supervised Placement and Practice Hours
7	Total Learning Hours for this module/unit.	50
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face



Administration

		<input checked="" type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online.
		Contact Hours delivered Face to Face

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Administration

10	How this module will be taught.	<p>Unit 1: History and significance of research ethics History and significance of research ethics, meaning of academic integrity and good research practice. Introduction to Research Ethics Core Ethical Principles Historical Context of Research Ethics Stakeholders in Research</p> <p>Unit 2: Ethical aspects of different kinds of research material This unit discusses ethical issues linked to different kinds of research material, including text (historical, contemporary) and image (still, moving), and ethical approaches to those sources where text and image are found, such as traditional and social media. Defining Research Misconduct Maintaining Data Integrity Responsible Authorship Conflict of Interest</p> <p>Unit 3: Conducting research on individuals This unit will delve into the potential risks and implications of research projects for persons who participate in or are directly affected by the research, as well as how they need to be protected from any harm inflicted on them, their privacy and personal data should not be violated and their right to self-determination. Informed consent in different types of research projects, such as rules for personal data management and risk-benefit assessments shall be discussed (Informed Consent and Participant Protection).</p> <p>Unit 4: Good research practice Different kinds of deviations from good research practice, with a particular focus on business and management research, as well as rules in the event of suspected research misconduct and other deviations from good research practice.</p>
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Administration

	<p>Ethical issues regarding the publishing of results and analyses, access to research data (open access, the FAIR data principles, etc.), as well as the responsibility of researchers for how their research is used.</p> <p>Ethics in Different Research Designs Ethical Issues in Specific Disciplines</p> <p>Unit 5: Collaborative research and navigating ethical dilemmas Ethical aspects of research in collaboration with other organisations or with wider society, including practice-based research. Importance of documenting the roles of different parties and, if relevant, the signing of agreements Resolving Ethical Conflicts Research Ethics Committees and Resources</p> <p>Unit 6: Research Ethics in the Digital Age Ethics of Online Research Data Privacy and Security in Research Digital Tools for Ethical Data Management</p>
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Administration

11	How this module will be assessed.	<p>1. Weekly continuous assessment (LMS based) - Discussion Forum Analysis (40%) Word count - Forum questions to be answered in 500 words</p> <p>2. Assignments:</p> <p>f) Case study analysis: Research Ethics (20%) Submission: Mid term Word count - 800 words</p> <p>g) Reflective essay on ethical considerations in DBA research proposals (40%) Submission: End of Term Word count - 1200 words</p> <p>This course will be assessed by continuous and end of the course assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. End of the module assessment is the final assessment, consisting of 60% weightage.</p> <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> <p>Please refer to the Assessment Policy for the rubric for the overall program. The student must pass in individual components and overall.</p>
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Administration

	Practicum/Dissertation/Final Project	2. Assignments: h) Case study analysis: Research Ethics (20%) Submission: Mid term Word count - 800 words i) Reflective essay on ethical considerations in DBA research proposals (40%) Submission: End of Term Word count - 1200 words
12	Placement/Work-based learning	NA



Administration

13	Reading List	<p>Core Reading List</p> <ol style="list-style-type: none">1. Bos, J. (2020). Research ethics for students in the social sciences. Springer Nature.2. Vitell, S. J., & Montaña, D. E. (2014). Conducting ethical research in business. Sage Publications Limited.3. Tenbrunsel, A. E., & Messick, D. M. (2015). Ethics at work and in academia. Ethical Behavior in Organizations: Theory, Research, and Public Policy. Eighth Edition. (pp. 3-32). Lawrence Erlbaum Associates. <p>Supplementary Reading List</p> <ol style="list-style-type: none">1. London, A. J. (2021). For the common good: Philosophical foundations of research ethics. Oxford University Press.2. Zina, O. (2021). The essential guide to doing your research project. Sage.3. Savin-Baden, M., & Major, C. (2023). Qualitative research: The essential guide to theory and practice. Routledge.4. Flick, U. (2021). Doing interview research: The essential how to guide.5. De nasjonale forskningsetiske komiteer. (2006). National committees for research ethics in norway. https://graduateschool.nd.edu/assets/21765/guidelinesresearchethicsinthesocialscienceslawhumanities.pdf6. Mustajoki, H., & Mustajoki, A. (2019). A New Approach to Research Ethics. https://library.oapen.org/bitstream/id/795fccb6-5969-490f-af8f-1e4246f29893/9781138682214_text.pdf7. European Commission. (2010). European Textbook on Ethics in Research. https://www.dcu.ie/sites/default/files/research_support/pdfs/textbook-on-ethics-report_en.pdf8. Elsevier. (2017). Ethics in Research & Publication. https://researcheracademy.elsevier.com/uploads/2018-02/ethics_a5_booklet_update260617_web.pdf
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Administration

	<p>9. Israel, M. & Hay, I. (2006) <i>Research Ethics for Social Scientists</i>. London: Sage</p> <p>10. Haggerty, K. (2004) 'Ethics creep: governing social science research in the name of ethics'. <i>Qualitative Sociology</i>, 27, pp391-414</p> <p>11. Mertens, D. and Ginsberg, P. (2009) <i>The Handbook of Social Research Ethics</i>. Cal. Thousand Hills: Sage</p> <p>Learners are motivated to read widely from:</p> <ul style="list-style-type: none">• Peer reviewed top Journals like <i>Journal of Business Ethics</i>, <i>Business Ethics Quarterly</i>, <i>Business & Society</i>, <i>Journal of Management Studies</i>, <i>Business Ethics: A European Review</i>, <i>Academy of Management Perspectives</i>, <i>International Journal of Social Research Methodology</i>, <i>Accountability in Research</i>, <i>The Journal of Business Research</i>.• Magazines like <i>Business Ethics Quarterly</i> and others with articles published on Research ethics and related topics• Online Platforms and Blogs such as <i>Ethical Boardroom</i>, <i>Business Ethics Blog</i>, <i>Harvard Business Review (HBR)</i>, <i>The Conversation</i>, <i>Journal of Business Ethics</i>.• Research databases like EBSCO, Proquest• Publications by APA, Elsevier, Sage, Taylor Francis and other eminent publication houses• Case Studies etc.• The above is not an exhaustive list. Further unit-wise readings are shared by faculty via VLE and are updated at regular intervals. The readings are constantly updated as well. As a general fundamental, we don't make books mandatory at Level 7 and above, 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.
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Administration

1	Title of Module/Title	Innovative Research for Sustainable Development
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Administration

2	Module/Unit Description	<p>The world faces unprecedented challenges in achieving environmental, social, and economic sustainability. This module equips the doctoral researchers with a comprehensive understanding of the UN Sustainable Development Goals (SDGs), a critical framework for addressing these complexities. As a research scholar, the research undertaken has the potential to significantly impact the world. This module fosters a deeper understanding of the interconnected SDGs, enabling the scholar to identify crucial research gaps within the chosen field. By critically examining the goals through an interdisciplinary lens, they would gain the ability to develop innovative solutions that contribute to a more sustainable future. This module aims to transform your research by sharpening your research focus through the identification of specific SDG-related challenges that align with the doctoral discipline. It would foster collaborative skills to work effectively with researchers from diverse fields for developing impactful solutions and aid in framing the research within the broader context of the SDGs, maximising its global relevance and potential for real-world application. This module will empower the scholar to become a leader in their respective field, conducting research that addresses critical global challenges and contributes meaningfully to achieving a sustainable future.</p>
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Administration

		<p>This module will be offered in the first stage of the programme and is taught using reflective pedagogy and evidence-based management. The teaching methodology will include a blend of asynchronous learning activities. Scholars will engage in collaborative brainstorming sessions through online whiteboards or mind-mapping tools. Guest lectures from industry experts working on sustainability solutions will provide practical insights and inspire innovative research approaches. Live webinars and virtual workshops will facilitate real-time interaction, discussions, and collaborative problem-solving. Additionally, practical assignments and projects will encourage the application of concepts to real-world sustainability challenges, fostering critical thinking and innovation.</p>
3	<p>Learning Outcomes</p>	
3.1	<p>Competences</p>	<p>This module cultivates a diverse set of competencies crucial for doctoral researchers. They will be able to</p> <ul style="list-style-type: none"> A. critically analyse the complexities and interlinkages between the SDGs which will help them evaluate the effectiveness of existing policies and interventions undertaken related to specific SDGs within their organisational setup. B. create original research proposals that address SDG-related challenges within their disciplines which in turn would make them competent to aggregate and synthesise knowledge from various disciplines to develop innovative and interdisciplinary solutions.



Administration

3.2	Knowledge	<ul style="list-style-type: none">A. This SDG-focused module fosters a deeper understanding of critical sustainability issues. The students will be able toB. critically analyse the 17 SDGs and their interconnectedness by demonstrating an in-depth understanding of the theoretical foundations and practical applications of each SDG within various global and organisational contexts.C. evaluate the challenges and opportunities for achieving each SDG.D. explore the role of research and innovation in advancing the SDGs.E. develop research proposals addressing specific SDG-related issues within their disciplines.F. examine and compare the roles and contributions of various stakeholders, including governments, NGOs, and private sectors and articulate a nuanced understanding of the challenges and opportunities faced by different regions in implementing SDGs, considering cultural, economic, and political factors.G. investigate complex issues related to the implementation and progress of SDGs.H. assess the effectiveness of policies and initiatives aimed at advancing SDGs using rigorous evaluative criteria.I. synthesise and interpret data from diverse sources to draw informed conclusions about the impact of SDG-related programs and policies at the organisational and national/global level.J. conceptualise and propose innovative, evidence-based solutions to address critical gaps in achieving SDGs, considering socio-economic and environmental dimensions.
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Administration

		<p>K. critically appraise the feasibility and potential impact of proposed solutions within specific local and global contexts.</p>
<p>3.3</p>	<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. analyse and synthesise key concepts and frameworks with clarity and critical reflection B. plan and manage work and study time C. develop an awareness of the impact of their own thinking and behaviour and a use this as the basis for developing your professional and personal competences <p>Module-Specific Learner Skills Upon successful completion of this module, the scholars will</p> <ul style="list-style-type: none"> A. develop interdisciplinary collaboration and communication skills demonstrating strong skills of expression capable of presenting complex research findings and innovative solutions to diverse audiences, including policymakers, academics, and community stakeholders and pursuing them towards positive action. B. develop the ability to engage critically with management frameworks, theories and tools helping to select and adapt techniques and approaches appropriate to own management context and shape one's own management practice



Administration

		<p>Module-Specific Digital Skills and Competences</p> <p>At the end of the module/unit, the scholars will</p> <ul style="list-style-type: none"> A. acquire advanced skills in data management, including the collection, analysis, and interpretation of large datasets relevant to SDG indicators and targets. B. find, record and use information, data and evidence effectively – drawing competently on relevant professional and academic literature to enhance research efficiency and accuracy, enabling the development of robust, data-driven solutions to sustainable development challenges. C. apply business and management numeracy skills and quantitative analysis D. use a variety of communication media effectively
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
		Self – Study Hours
		Assessment Hours
		Supervised Placement and Practice Hours
7	Total Learning Hours for this module/unit.	100
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input checked="" type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning



Administration

		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online.
		Contact Hours delivered Face to Face

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Administration

10	How this module will be taught.	<p>Unit 1: Introduction to SDGs Introduction to the 2030 Agenda for Sustainable Development and the concept of SDGs. Historical context and evolution of SDGs. Core principles of the SDGs: Universality, Integration, Transformation, and Leaving No One Behind.</p> <p>Unit 2: Eradicating Poverty (SDG 1) & Zero Hunger (SDG 2) Global poverty landscape and measurement. Multidimensional poverty and its intersection with other SDGs. Sustainable agriculture practices and food security challenges.</p> <p>Unit 3: Good Health and Well-being (SDG 3) & Quality Education (SDG 4) Global health disparities and access to healthcare. Emerging health threats and the need for innovation. The importance of education for sustainable development. Challenges in achieving equitable and inclusive education.</p> <p>Unit 4: Gender Equality (SDG 5) & Clean Water and Sanitation (SDG 6) Gender inequality and its impact on development. Strategies for empowering women and girls. Global water crisis and sustainable water management practices. Sanitation challenges and access to safe sanitation facilities in developing countries.</p> <p>Unit 5: Affordable and Clean Energy (SDG 7) & Decent Work and Economic Growth (SDG 8) Transitioning to renewable energy sources and energy efficiency. The future of work and the impact of automation on employment. Promoting decent work and ensuring worker rights.</p>
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Administration

	<p>Unit 6: Industry, Innovation and Infrastructure (SDG 9) & Reduced Inequalities (SDG 10) Role of sustainable infrastructure in development. Fostering innovation and technological advancements for the SDGs. Global inequality and its economic, social, and political dimensions. Strategies for reducing income inequality and promoting social justice.</p> <p>Unit 7: Sustainable Cities and Communities (SDG 11) & Responsible Consumption and Production (SDG 12) Challenges and opportunities in urban planning for sustainability. Promoting sustainable consumption and production patterns. Life Cycle Assessment (LCA) and its role in responsible product design.</p> <p>Unit 8: Climate Action (SDG 13) & Life Below Water (SDG 14) Scientific consensus on climate change and its impact on the planet. Mitigating climate change and building resilience. Ocean acidification, marine pollution, and threats to biodiversity. Blue Economy initiatives: Sustainable practices for ocean resources.</p> <p>Unit 9: Life on Land (SDG 15) & Peace, Justice and Strong Institutions (SDG 16) Deforestation, biodiversity loss, and ecosystem degradation. Conservation strategies and sustainable land management. Promoting peace, justice, and strong institutions for sustainable development. The role of good governance and effective partnerships in achieving the SDGs.</p> <p>Unit 10: Partnerships for the Goals (SDG 17) Importance of multi-stakeholder collaboration for achieving the SDGs. The role of research institutions, NGOs, private sector, and civil society. Inclusion of interdisciplinary SDG-focused themes in research.</p>
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Administration

11	How this module will be assessed.	<p>This course will be assessed by continuous and end of the course assessment.</p> <p>1. Weekly continuous assessment (40%) Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>2. Assignments: 60% weightage</p> <p>a) Case study analysis: Successful educational interventions for SDG 4 (20%) Submission: Mid term Word limit: 1000 words</p> <p>b) Policy Analysis report on evaluating the effectiveness of existing policies related to SDGs (40%) Submission: End term Word Limit 1800 words</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> <p>Please refer to the Assessment Policy for the rubric for the overall program. The student must pass in individual components and overall.</p>
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Administration

	Practicum/Dissertation/Final Project	2. Assignments: 60% weightage a) Case study analysis: Successful educational interventions for SDG 4 (20%) Submission: Mid term Word limit: 1000 words b) Policy Analysis report on evaluating the effectiveness of existing policies related to SDGs (40%) Submission: End term Word Limit 1800 words
12	Placement/Work-based learning (if applicable)	NA



Administration

13	Reading List	<p>Core Reading List</p> <ol style="list-style-type: none">1. Mensah, J., & Ricart Casadevall, S. (2019). Sustainable development: Meaning, history, principles, pillars, and implications for human action: Literature review. <i>Cogent Social Sciences</i>, 5(1). https://doi.org/10.1080/23311886.2019.16535312. For all SDG related publications https://www.undp.org/publications <p>Supplementary Reading List</p> <ol style="list-style-type: none">1. Mishra, M., Desul, S., Santos, C.A.G. et al. A bibliometric analysis of sustainable development goals (SDGs): a review of progress, challenges, and opportunities. <i>Environ Dev Sustain</i> 26, 11101–11143 (2024). https://doi.org/10.1007/s10668-023-03225-w2. Funk, C., Tönjes, E., Teuber, R., & Breuer, L. (2024). Reading between the lines: The intersection of research attention and sustainable development goals. <i>Sustainable Development</i>. https://doi.org/10.1002/sd.29063. Wynn, M., & Jones, P. (2019). <i>The Sustainable Development Goals</i>. Routledge. https://doi.org/10.4324/97804292813414. UNDESA, UN Habitat and UNDP. (2024). Accelerating SDG localization to deliver on the promise of the 2030 agenda for sustainable development. https://sdgs.un.org/sites/default/files/2024-06/Policy%20Brief%20FINAL%20May%2029%205%2024.pdf
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Administration

		<p>5. Caroline S. Armitage, Marta Lorenz, Susanne Mikki; Mapping scholarly publications related to the Sustainable Development Goals: Do independent bibliometric approaches get the same results?. <i>Quantitative Science Studies</i> 2020; 1 (3): 1092–1108. doi: https://doi.org/10.1162/qss_a_00071</p> <p>6. All relevant publications (depending on the research scope) available at https://sdgs.un.org/publications</p> <p>Learners are motivated to read widely from:</p> <ul style="list-style-type: none"> ● Peer reviewed top Journals like <i>Journal for Cleaner Production</i>, <i>Ecological Economics</i>, <i>Global Environmental Change</i> etc ● Magazines such as <i>Global Focus Magazine</i>, <i>Alliance Magazine</i>, <i>Peace in Focus Magazine</i> ● Online Platforms and Blogs such as <i>SDG Blog</i>, <i>UN SDG-Learn</i>, <i>World Bank blogs</i>, <i>WHO Blogs</i> ● Research databases like <i>EBSCO</i>, <i>Proquest</i> ● Industry Reports and Publications by <i>PWC</i>, <i>E&Y</i>, <i>Deloitte</i>, <i>KPMG</i>, <i>Nielson</i> ● Case Studies etc. ● The above is not an exhaustive list. <p>Further unit-wise readings are shared by faculty via VLE 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 7 and above, 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	Proposal Writing
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Administration

2	Module/Unit Description	<p>This is an intensive module 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 module 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 module will be offered in the first stage of the programme and is taught using reflective pedagogy. This course 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	



Administration

<p>3.1</p>	<p>Competences</p>	<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. independently identify and define a researchable problem within their chosen field, demonstrating critical thinking and an understanding of current research trends. B. develop a well-structured research plan, including a feasible timeline, resource allocation, and potential challenges and mitigation strategies. C. critically evaluate existing research and construct a coherent argument for the significance, originality, and feasibility of their proposed research. D. clearly and persuasively communicate the rationale, methodology, and potential impact of their research proposal to diverse stakeholders
<p>3.2</p>	<p>Knowledge</p>	<p>This residency module on Proposal writing 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> <ul style="list-style-type: none"> A. formulate the research question(s) that the dissertation and the research process will be capable of answering B. construct specific research objectives for the proposed project in view of the prevailing literature and knowledge C. justify a practical, effective and ethically sound study design and analysis technique D. create a research schedule E. Formulate a well-researched grant application F. examine and consider carefully whether the prepared research project is relevant and valid.



Administration

3.3	Skills	<p>Scholars will hone their ability to</p> <ul style="list-style-type: none">A. create a research proposalB. plan and manage work and study timeC. develop an awareness of the impact of their own thinking and behaviour and a use this as the basis for developing your professional and personal competences
		<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 define a research question that is both specific and impactful within their chosen field.B. conducting a comprehensive literature review, identifying relevant sources, and critically evaluating existing research.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.D. design a research methodology that is feasible, ethical, and well-suited to answering their research question.E. communicate their research proposal effectively, using clear and concise language



Administration

		<p>Module-Specific Digital Skills and Competences</p> <p>The scholars will</p> <ul style="list-style-type: none"> A. gain proficiency in searching and locating online resources to locate resources relevant to their research topic B. develop the ability to utilise digital tools for secure data storage and anonymization C. apply ethical methods to finding, recording and using information, data and evidence effectively D. apply research-oriented numeracy skills and justify the need for qualitative and/or quantitative analysis for the selected research topic E. use a variety of communication media effectively
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
		Self – Study Hours
		Assessment Hours
		Supervised Placement and Practice Hours
7	Total Learning Hours for this module/unit.	50
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online.
		Contact Hours delivered Face to Face



Administration

10	How this module will be taught.	<p>Unit 1: The foundational discussion</p> <p>D. Formulating a provisional title E. an answerable question in the context of current knowledge. F. formulating a hypothesis G. penning the aims of research</p> <p>Unit 2: The larger research picture</p> <ul style="list-style-type: none">• description of the topic using gap analysis• identification of research methodology <p>Unit 3: 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.
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Administration

11	How this module will be assessed.	<p>This course will be assessed by continuous and end of the course assessment.</p> <p>1. Weekly continuous assessment (40%) Micro assignments on: a) Writing a concise and focused research question. b) set explicit research objectives c) Developing a one-paragraph summary of a key research article for their literature review. d) select and justify an appropriate design and method of analysis e) Creating a flow chart outlining the steps in their proposed methodology f) plan practical procedures and draw up a timetable Submission: Weekly Word limit: 150 words each except for question c and d to be prepared in 250 words each</p> <p>2. Assignments: a) Formulation of a Research Proposal (60%) Submission: End term Word limit: 2500 words</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. 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.	<p>2. Assignments: a) Formulation of a Research Proposal (60%) Submission: End term Word limit: 2500 words</p>



Administration

12	Placement/Work-based learning (if applicable)	NA
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Administration

13	Reading List	<p>Core Reading List</p> <ol style="list-style-type: none">1. Zina, O. (2021). The essential guide to doing your research project. Sage.2. Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2009). Reading and understanding research. Sage.3. Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2013). Proposals that work: A guide for planning dissertations and grant proposals. Sage Publications. <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). <i>Journal of Social Work Education</i>, 52(2), 133–135. https://doi.org/10.1080/10437797.2016.11512674. Van Ekelenburg, H. (2010). The art of writing good research proposals. <i>Science Progress</i>, 93(4), 429–442. https://doi.org/10.3184/003685010X127981504476765. Wallwork, A., & Southern, A. (2020). 100 Tips to Avoid Mistakes in Academic Writing and Presenting. Springer International Publishing. https://doi.org/10.1007/978-3-030-44214-96. Wong, P. (2002). How to write a research proposal. Dr. Paul T.P. Wong, 5.7. Terrell, S. R. (2022). WRITING A PROPOSAL FOR YOUR DISSERTATION : Guidelines and examples. Guilford. <p>Learners are motivated to read widely from:</p> <ul style="list-style-type: none">● Peer reviewed top Journals like <i>Journal of Writing Research</i>, <i>International Journal of Science and Research</i>● Magazines like <i>Harvard Business Review</i>
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Administration

		<ul style="list-style-type: none"> ● 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 VLE and are updated at regular intervals. The readings are constantly updated as well. As a general fundamental, we don't make books mandatory at Level 7 and above, 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 # [DOC104]		
1	Title of Module/Title	Business Statistics



Administration

2	Module/Unit Description	<p>This advanced course focuses on the use of statistical ideas and techniques in business. This gives DBA candidates the knowledge they need to critique company data and employ numbers to make better decisions. This module emphasises stringently on the interpretation of numerical information and conducting statistical analysis, a cornerstone of effective business strategy. This course introduces business statistics and fundamental aspects of decision-making to the scholars by showcasing its application on diverse aspects of research conducted in the area of business and management. Learners will be provided with theoretical concepts, tools and methods of statistics like advanced statistical modelling, hypothesis testing, and data mining methodologies as well as the opportunity to work through example problems. This module is primarily designed to equip the scholars with the expertise to leverage data as a powerful tool for research and decision-making in the business world by unearthing the intricate relationship between data and business, emphasising how data analysis informs and shapes strategic decision-making.</p> <p>The pedagogy will employ an asynchronous instructional model. Pre-recorded video modules to establish a robust foundation in theoretical concepts, live virtual workshops to provide a synchronous environment for the application of knowledge. The course will leverage data analysis software sessions to develop the scholars' fluency in tools that are paramount for their individual research endeavours. This multifaceted approach is used to cultivate a deep understanding of statistical theory, hone practical application skills, and empower scholars with the technological proficiency to confidently navigate the complexities of their research data.</p>
3	Learning Outcomes	



Administration

3.1	Competences	<ul style="list-style-type: none">C. This module cultivates a diverse set of competencies crucial for DBA researchers. They will be able toD. develop a comprehensive understanding of data's role and its impact on business decisions.E. master advanced statistical techniques for in-depth business analysis.F. cultivate the ability to critically evaluate and interpret quantitative information within a business context.G. apply statistical tools and methods to address complex business problems across diverse disciplines.H. enhance research skills through practical application of statistical concepts to real-world business scenarios.
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Administration

3.2	Knowledge	<p>This module on Business Statistics fosters an appreciation of data analytics while conducting research. Upon completion of this module, the students will be able to</p> <ul style="list-style-type: none">A. articulate the key terminology, concepts tools and techniques used in business statistical analysisB. critically evaluate the underlying assumptions of analysis tools and evaluate the issues surrounding sampling and significanceC. discuss the uses and limitations of statistical analysisD. develop a deep and critical understanding of advanced statistical theories and methodologies, enabling them to rigorously analyse complex business data and derive meaningful insights.E. gain proficiency in applying advanced statistical techniques, including multivariate analysis, time series forecasting, and non-parametric methods, to address research related problemsF. evaluate and validate a variety of statistical models, ensuring accuracy in their application to real-world business scenarios, and effectively communicate the results to stakeholders both academic and professionalG. integrate and utilise advanced statistical software tools for data analysis
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Administration

3.3	Skills	<p>D. Scholars will hone their ability to</p> <p>E. develop an appreciation of numerical and statistical applications for decision making</p> <p>F. analysing and synthesising key concepts and frameworks with clarity and critical reflection</p> <p>G. plan and manage work and study time</p> <p>H. develop an awareness of the impact of your own thinking and behaviour and a use this as the basis for developing your professional and personal competences</p>
		<p>Module-Specific Learner Skills</p> <p>Upon successful completion of this module, the scholars will develop the statistical bent of mind and will be able to</p> <p>A. conduct statistical analysis in business contexts.</p> <p>B. design and implement sophisticated statistical models, interpret complex datasets, and apply advanced analytical techniques to solve intricate business problems and present the same as findings in their research related initiatives.</p> <p>C. contribute valuable insights and data-driven recommendations to the field of business research.</p>



Administration

		<p>Module-Specific Digital Skills and Competences</p> <p>The scholars will</p> <ul style="list-style-type: none"> A. illustrate their statistical analytics skill set. B. gain proficiency in using specialised statistical software packages to analyse complex business data. C. utilise competencies to visualise statistical results through the creation of informative charts and graphs, effectively communicating their findings to both technical and non-technical audiences in their research initiatives. D. reinforce proficiencies in managing large datasets, performing high-level statistical modelling, and automating complex analytical processes
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
		Self – Study Hours
		Assessment Hours
		Supervised Placement and Practice Hours
7	Total Learning Hours for this module/unit.	150
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



Administration

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

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Administration

10	How this module will be taught.	<p>Unit 1: Data and Presentation of Data</p> <ul style="list-style-type: none">• Introduction to statistics• Meaning and scope• Limitation of Statistics• Data• Types of data• Methods of data collection• Presentation of data• Tabulation• Frequency Distribution• Graphical Representation <p>Unit 2: Inferential and Descriptive Statistics</p> <ul style="list-style-type: none">• Measures of Central Tendency• Dispersion• Measure of Central Tendency - Mean, Median, Quartiles, Deciles, Percentiles, Mode• Geometric mean• Harmonic mean• Measure of dispersions• Introduction to Range• Mean Deviation• Quartile Deviation• Variance, Standard Deviation• Coefficient of variation• Skewness• Kurtosis <p>Unit 3: Correlation Analysis</p> <ul style="list-style-type: none">• Scatter Diagram• Positive and Negative Correlation• Limits for Coefficient of Correlation• Karl Pearson' Coefficient of Correlation• Spearman's Rank Correlation. <p>Unit 4: Regression Analysis</p> <ul style="list-style-type: none">• Concept Least Square Fit of a Linear Regression• Two Lines of Regression• Properties of Regression Coefficients <p>Unit 5: Probability</p> <ul style="list-style-type: none">• Concepts – Random Experiment• Sample Space – Definitions of Probability• Law of probability• Distributions and Sampling method- Discrete and continuous probability Distributions• Poisson's, Binomial, Normal distribution curves and characteristic.
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Administration

		<p>Unit 6: Time series analysis</p> <ul style="list-style-type: none">• Utility of time series• Components of time series• Time series models- Addition and Multiplication model• Measurement of trend- Graphic method• moving average methods• Method of least squares• fitting a straight-line trend• seasonal variations- Estimation of seasonal variations• Method of simple average• ratio to trend method• ratio to moving average method• cyclical variations• Limit theorems - Chebyshev's inequality• Weak Law of Large Numbers• Central Limit Theorems <p>Unit 7: Sampling distributions and making inferences about population parameters</p> <ul style="list-style-type: none">• Concepts of statistic• parameter and estimate calculation• sampling distribution and standard error• Estimating the population mean by using z-statistic and t- statistic (for sigma known and unknown)• Estimating the population proportion and variance <p>Unit 8: Concepts of Parameter and Hypothesis Testing</p> <ul style="list-style-type: none">• Concepts of parameter• random sample and its likelihood• Properties of estimators• Sufficiency• Factorization theorem• Minimum variance unbiased estimator• Introduction of hypothesis testing• Defining the null and alternate hypothesis• Construct hypothesis tests• Distinguish between Type I and Type II errors• Determine strength of decision by p-value• Testing hypothesis on Population mean by z and t statistic• Testing hypothesis about a proportion and variance• Analysing the differences in two populations for various cases.
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Administration

		<p>Unit 9: ANOVA</p> <ul style="list-style-type: none">• Analysis of variance• Introduction to design of experiments• Completely randomised design (One-way ANOVA)• Multiple comparison tests• Randomised Block Design• A Factorial Design (Two-way ANOVA) <p>Unit 10: Non-Parametric Statistics and Test Methods</p> <ul style="list-style-type: none">• Chi-Square Analysis• Chi-square goodness of fit Test• Analysing data using Nonparametric statistics – Runs Test• Mann-Whitney U Test• Wilcoxon Matched pairs Signed Rank Test.
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Administration

11	<p>How this module will be assessed.</p>	<p>This course will be assessed by continuous and end of the course assessment.</p> <p>1. Weekly continuous assessment (40%) Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>2. Assignments (60%): a) Application of Linear regression analysis on given data (20%) Submission: Mid term Word limit: 800 words b) Statistical Analysis Project (40%) Submission: End term Word limit: 1000 words</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. Please refer to the Assessment Policy for the rubric for the overall program. The student must pass in individual components and overall.</p>
	<p>Practicum/Dissertation/Final Project</p>	<p>2. Assignments (60%): a) Application of Linear regression analysis on given data (20%) Submission: Mid term Word limit: 800 words b) Statistical Analysis Project (40%) Submission: End term Word limit: 1000 words</p>
12	<p>Placement/Work-based learning (if applicable)</p>	<p>NA</p>



Administration

13	Reading List	<p>Core Reading List</p> <ol style="list-style-type: none">1. Black, K. (2023). Business statistics: for contemporary decision making. John Wiley & Sons.2. Siegel, A. F. (2016). Practical business statistics. Academic Press.3. Hair Jr, J., Page, M., & Brunsveld, N. (2019). Essentials of business research methods. Routledge. <p>Supplementary Reading List</p> <ol style="list-style-type: none">1. Mertler, C. A., Vannatta, R. A., & LaVenía, K. N. (2021). Advanced and multivariate statistical methods: Practical application and interpretation. Routledge.2. Urdan, T. C. (2016). Statistics in plain English. Routledge.3. Bruce, P., Bruce, A., & Gedeck, P. (2020). Practical statistics for data scientists: 50+ essential concepts using R and Python. O'Reilly Media.4. Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2009). Reading and understanding research. Sage.5. Bell, E., Bryman, A., & Harley, B. (2022). Business research methods. Oxford university press. <p>Learners are motivated to read widely from:</p> <ul style="list-style-type: none">● Peer reviewed top Journals like Journal of Business Management and Economics Statistics, International Journal of Business Statistics and Finance, Journal of Business & Economic Statistics, International Journal of Business and Statistical Analysis● Magazines like Forbes, Bloomsberg Businessweek, The Economist, Fortune, Inc., Harvard Business Review● Online Platforms and Blogs such as Statista, Statcounter, DataScienceCentral, DataFlog
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Administration

		<ul style="list-style-type: none"> ● 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 VLE and are updated at regular intervals. The readings are constantly updated as well. As a general fundamental, we don't make books mandatory at Level 7 and above, 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 # [DOC110]

1	Title of Module/Title	Peer to Peer Supervision
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Administration

2	Module/Unit Description	<p>The relationship between the Supervisor and the Research scholar is vital and instrumental towards the success of a doctoral program. This module aims to equip the scholars with the knowledge and skills to understand and explore the key aspects of effective supervision, productive communication strategies, setting of mutually clear expectations, and understanding how a supportive environment can promote scholar's autonomy and intellectual growth. The module provides insights to practical tools for managing research progress, troubleshooting challenges, and ensuring ethical conduct throughout the doctoral journey. This module also helps doctoral researchers gain mentorship and teaching capabilities, which according to research allows the best form of learning and transforming it to the society.</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. navigate disagreements constructivelyB. provide unbiased and equitable guidanceC. track progress and work towards achieving shared objectivesD. foster a collaborative environment built on trust and respectE. enable fair distribution of tasks in terms of both quantity and timelines



Administration

<p>3.2</p>	<p>Knowledge</p>	<p>At the end of this module, students will be able to</p> <ul style="list-style-type: none"> A. Develop an understanding of key leadership-related terms: strategic thinking, planning and execution, communicating effectively, and decision-making authority. B. Evaluate the significance of research ethics, academic commitments, and collaboration. C. Understand the role of a supervisor and the way guidance may be received from them D. Discriminate between the terms “guidance” and "micro-management". E. Comprehend fair task assignment F. Describe the essential elements of successful team collaboration. G. Develop the ability to manage conflicts.
<p>3.3</p>	<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. Communicate effectively B. Resolve disagreements <p>Module-Specific Learner Skills At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none"> A. Listen actively and effectively B. Prioritize deliverables C. Understand the value of constructive feedback and not perceive it as criticism D. Research skills E. Critical thinking skills F. Collaboration skills



Administration

		<p>Module-Specific Digital Skills and Competences</p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"> A. Undertake online research effectively B. use analytical software for data analysis C. Use a variety of communication media effectively
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
		Self – Study Hours
		Assessment Hours
		Supervised Placement and Practice Hours
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	Contact Hours delivered online.
		Contact Hours delivered Face to Face



Administration

10	How this module will be taught.	<p>The scholar is required to complete at least courses totalling 24 ECTS at Level 7. In addition, engage in peer-to-peer teaching and supervision for at least one of the chosen electives for at least 30 contact hours.</p> <p>The Supervisor is responsible for monitoring the candidates' peer supervision plans, and training schedules.</p> <p>The Supervisors serve as partners in the candidates' personal growth and are intently involved in overseeing the candidates' progress, including the direct oversight of their research projects.</p>
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Administration

11	<p>How this module will be assessed.</p>	<p>100% Continuous Assessment:</p> <p>1) Weekly Reflective assignments that allow the learner to reflect on what they have learnt from both their experiences and this course, and how well they have achieved the learning outcomes. Weightage: 60% Word Limit: 300 words</p> <p>2) Minutes of the Meeting of each session in prescribed format to be submitted as per the previously designed schedule. Mandatory minutes: 6 nos. Weightage: 40% Word Limit: 300 words</p> <p>All assessments and formats are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All assessments must be provided to the learners at the start of the module. 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. Please refer to the Assessment Policy for the rubric for the overall program. The student must pass in individual components and overall.</p>
	<p>Practicum/Dissertation/Final Project</p>	<p>Not Applicable</p>
12	<p>Placement/Work-based learning (if applicable)</p>	<p>Not Applicable</p>



Administration

13	Reading List	<p>Core Reading List</p> <ol style="list-style-type: none">1. Peelo, M. (2010). Understanding supervision and the PhD. Bloomsbury Publishing.2. Kamler, B., & Thomson, P. (2014). Helping doctoral students write: Pedagogies for supervision. Routledge.3. Ismail, H. M., Majid, F. A., & Ismail, I. S. (2013). "It's complicated" Relationship: Research Students' Perspective on Doctoral Supervision. <i>Procedia-Social and Behavioral Sciences</i>, 90, 165-170 <p>Supplementary Reading List</p> <ol style="list-style-type: none">1. Johnson, W. B. (2015). On being a mentor: A guide for higher education faculty. Routledge.2. Pole, C. J., Sprokkereef, A., Burgess, R. G., & Lakin, E. (1997). Supervision of doctoral students in the natural sciences: Expectations and experiences. <i>Assessment & Evaluation in Higher Education</i>, 22(1), 49-63. <p>Learners are motivated to read widely from journals, magazines, blogs and relevant reading resources. The above is not an exhaustive list. Further unit-wise readings are shared by faculty via VLE 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 7 and above, 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 # [Doc 105]		
1	Title of Module/Title	Literature review for doctoral students
2	Module/Unit Description	<p>This module develops the necessary skills required for undertaking comprehensive and critical review of existing literature. It is not only essential for doctoral students to do deep literature study, but it is foundational. Literature review is the backbone of the research process. It will help in establishing context and rationale and based on literature review gaps, the research questions and objectives can be established. A robust theoretical framework is the need of doctoral research. This module will be taught in the second stage and till that stage students will be able to identify their research area and topic.</p> <p>The module will help them to delve deep into the previous published research in their research area and visualise the literature from broader perspectives. It will build up their strong theoretical foundation. This module will hone the critical and analytical thinking of the students because they will engage deeply in previous literature and evaluate the strengths and weaknesses. This module will effectively contribute towards academic writing of the doctoral students.</p>
3	Learning Outcomes	



Administration

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. build up the research skills by searching and accessing relevant literature from various databases, journals and online librariesB. critically synthesise the information coming from different resources to identify the gaps in the literatureC. combine the knowledge gained from different academic resources and construct the theoretical framework and models aligned with research questions and objectives.D. critically reflect on existing research and identify the new variables required for their research
3.2	Knowledge	<p>Upon completion of this module, the students will be able to</p> <ul style="list-style-type: none">A. create new knowledge by building up theoretical models and design the research process as per knowledge advancement in literature review processB. build up on the academic writing proficiency and literature review-based papers which involve structured literature reviewC. build up their knowledge on various types of literature review including meta analysis, PRISMA and other advanced techniques using artificial intelligenceD. deduct the theoretical foundations leads towards conceptual development



Administration

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. build on the problem-solving skills by applying theoretical models and empirical evidence to answer research related questionsB. improve the overall writing efficiency and apply analytical thinking in reviewC. professional development by networking with peers and researchers working in the same research domain <p>Module-Specific Learner Skills At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none">A. assess the evidence base and improve the information literacy by applying effective searchB. evaluation of different resources to judge the best resources available for theoretical developmentC. analysing both quantitative and qualitative research to synthesise best results for theoretical contribution <p>Module-Specific Digital Skills and Competences 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 softwareB. integration of research workflow by applying research rabbit softwareC. compare different reference management software - Zotero, Endnote and Mendeley for organising and citing the appropriate literature
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Administration

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- 30
		Self – Study Hours- 60
		Assessment Hours - 30
		Supervised Placement and Practice Hours- 30
7	Total Learning Hours for this module/unit.	150
8	Mode of Delivery	<input checked="" type="checkbox"/> 100% Face to Face
		<input checked="" type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online.
		Contact Hours delivered Face to Face



Administration

10	How this module will be taught.	<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>
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Administration

<p>11</p>	<p>How this module will be assessed.</p>	<p>This course will be assessed by continuous and end of the course assessment.</p> <p>1. Weekly continuous assessment (40%) Micro assignments on: a) Different methods of literature review b) Writing on the quality of sources- peer-review and quality rigour c) Developing a one-paragraph reflection on literature review d) Creating a flow chart outlining the steps in literature review e) Finding variables by synthesising the literature Submission: Weekly Word limit: 150 words each except for question c to be prepared in 250 words each</p> <p>2. Assignments (60%): a) Literature review draft (40%) b) Annotated Bibliography (20%) Submission: End term a) Word limit: 2000 words (40%) b) Word limit: 1000 words (20%)</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. Please refer to the Assessment Policy for the rubric for the overall program. The student must pass in individual components and overall.</p>
	<p>Practicum/Dissertation/Final Project</p>	<p>2. Assignments (60%): a) Literature review draft (40%) b) Annotated Bibliography (20%) Submission: End term c) Word limit: 2000 words (40%) d) Word limit: 1000 words (20%)</p>



Administration

12	Placement/Work-based learning (if applicable)	NA
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13	Reading List	<p>Core Reading List</p> <ol style="list-style-type: none">1. Booth, A., Sutton, A. & Papaioannou, D., 2021. <i>Systematic Approaches to a Successful Literature Review</i>. s.l.:Sage.2. Fink, A., 2022. <i>Conducting Research Literature Reviews: From the Internet to Paper</i>. s.l.:SAGE Publications Inc.3. Machi, L. A. & McEvoy, B. T., 2021. <i>The Literature Review: Six Steps to Success</i>. s.l.:Corwin. <p>Supplementary Reading List</p> <ol style="list-style-type: none">1. Grant, M. J. & Booth, A., 2009. A typology of reviews: an analysis of 14 review types and associated methodologies. <i>Health Information and Libraries Journal</i>, 26(2), pp. 91-108.2. Cooper, H., Hedges, L. V. & Valentine, J. C., 2019. <i>The Handbook of Research Synthesis and Meta-Analysis</i>. s.l.:Russell Sage Foundation.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.100541.4. 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.
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Administration

Sub-Section D – Module D # [DOC 106]		
1	Title of Module/Title	Research Design and Philosophy
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 with that. The various components of research design include research questions, hypothesis, methodologies, research objectives, types of research and sampling. This module will help in creating the basic knowledge which will be required while teaching the other modules related to quantitative and qualitative research methods.</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 phase, and it will provide an interconnection with quantitative and qualitative research module. This module will provide the foundation for thesis work of research students. 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 hypothesis and they will be clear with the type of methodologies need to be used during the research process</p>
3	Learning Outcomes	



Administration

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 with themB. assess and formulate the entire research process based on the research problems identifiedC. compare the strengths and weakness of different research processes, models and philosophies, and they can judge the best one for their researchD. comprehend on their ethical awareness, principles and philosophies essential during the entire research process
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. interpret how philosophical frameworks can shape the research design, process and interpretation of the research studyB. build up on their knowledge of research design, they can evaluate the different components of research design required for their research studyC. assess and make sense of the numbers and sampling process, sampling units, unit of analysis and time horizons
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. build up in the critical thinking and analytical skills related to the research methodologies and philosophiesB. gain expertise in methodological foundations and ethical considerations required in research and businessC. engage more in reflective practices along with peers and it will also improve overall communication



Administration

		<p>Module-Specific Learner Skills</p> <p>At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none"> A. formulate the research questions and hypothesis and selection of methods effective for their research B. assess and evaluate the integration of research philosophies and how those philosophies can be integrated in their research C. analyse the importance of interdisciplinary engagement required in research process and how interdisciplinary engagement can be beneficial
		<p>Module-Specific Digital Skills and Competences</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 and R B. work on different types of survey and other experiment design software- Qualtrics
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- 30
		Self – Study Hours- 60
		Assessment Hours - 30
		Supervised Placement- 30 and Practice Hours



Administration

7	Total Learning Hours for this module/unit.	150
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online
		Contact Hours delivered Face to Face



Administration

10	How this module will be taught.	<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>
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Administration

11	How this module will be assessed.	<p>This course will be assessed by continuous and end of the course assessment.</p> <p>1. Weekly continuous assessment (40%) Micro assignments on: a) Different types of research design b) Writing on the quality of research philosophy c) Reflective writing on values on research design process d) Critically evaluate the strengths and weakness of research design and philosophy e) Write up of ethical feasibility of research design and philosophy Submission: Weekly Word limit: 150 words each except for question d to be prepared in 250 words each</p> <p>2. Assignments (60%): a) Evaluation of research designs (40%) b) Paper on philosophical position (20%) Submission: End term Word limit: 2000 words (40%) Word limit: 1000 words (20%) The nature of final assessment is evaluation of research design and paper on philosophical position. In the philosophical position paper the students have to select and defend the philosophical perspective/stance for their research process. In the evaluation of research designs, different types of research designs will be evaluated and the students will identify and provide reasoning behind choosing specific research designs for their research process.</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> <p>Please refer to the Assessment Policy for the rubric for the overall program. The student must pass in individual components and overall.</p>
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Administration

	Practicum/Dissertation/Final Project	2. Assignments (60%): a) Evaluation of research designs (40%) b) Paper on philosophical position (20%) Submission: End term Word limit: 2000 words (40%) Word limit: 1000 words (20%)
12	Placement/Work-based learning (if applicable)	NA



Administration

13	Reading List	<p>Core Reading List</p> <ol style="list-style-type: none"> 1. Creswell, J. W. & Creswell, J. D., 2023. <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. 6th ed. s.l.:Sage. 2. Marczyk, G., DeMatteo, D. & Festinger, D., 2005. <i>Essentials of Research Design and Methodology</i>. New Jersey: John Wiley and Sons. <p>Supplementary Reading List</p> <ol style="list-style-type: none"> 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 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. 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. 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.
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Sub-Section D – Module D # [DOC 107]

1	Title of Module/Title	Designing a Quantitative Research Methodology
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Administration

2	Module/Unit Description	<p>This module will provide the knowledge of theories, basic concepts and various research methods tools applicable for quantitative research for the students. The course will emphasise on advanced philosophies of research, research ethics and the tools. The tools and techniques taught in quantitative research methodology will build the mental acumen of students to do rigorous quantitative research studies. The quantitative analytical methods include deterministic operational research, data development technique, econometrics, multiple regression methods for time series, simultaneous equation modelling, linear mixed models, econometrics, logit and probit models etc.</p> <p>This module will be taught in the second stage allowing students to learn more about paper journey also from idea generation, tools application to final completion. The proficiency gained in advanced quantitative research methodologies will help the students in formulating hypothesis, and data management in quantitative research. The approach followed in the module will help students to critically think on the strengths and limitations of different quantitative research approaches and apply those quantitative methods in solving the business problems.</p>
3	Learning Outcomes	



Administration

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 assess different types of quantitative research technique and judge which technique will be applicable in answering their research questionB. interpret and examine different types of data patterns, and biases during data collection and analysisC. evaluate the significance and appropriateness of different types of quantitative research tools and accordingly they can use itD. apply quantitative research methods in designing the research paper starting from idea generation to data analysis
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. enhance knowledge and understanding of logit and probit models that will help students in modelling binary outcomes, comprehend the knowledge of linear mixed models in handling complex data structuresB. equip with the knowledge of advance regression methods and econometrics models for time series, they can apply this knowledge in analysing economic trends, and forecasting the future outcomes of their researchC. build up strong knowledge on conceptualization, survey design and experimentation



Administration

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. think critically and judge the best alternative as per their research processB. enhance their empirical research skills and apply multivariate techniques for analysisC. build up on their communication for research papers, research proposals and academic papers <p>Module-Specific Learner Skills</p> <p>At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none">A. combine their basic knowledge of research with advanced knowledge of quantitative research methodsB. link up the theory and practical techniques used in quantitative research methodologyC. apply the knowledge of quantitative in solving their business problems more effectively <p>Module-Specific Digital Skills and Competences</p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none">A. build up on their software proficiency by applying SPSS, R, MATLABB. compare data visualisation through excel, tableau softwareC. build up on the knowledge of EViews, Stata and SAS- for time series analysis, modelling capabilities and advance analytics
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Administration

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-30
		Self – Study Hours- 60
		Assessment Hours - 30
		Supervised Placement- 30 and Practice Hours
7	Total Learning Hours for this module/unit.	150
8	Mode of Delivery	<input checked="" type="checkbox"/> 100% Face to Face
		<input checked="" type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online.
		Contact Hours delivered Face to Face



Administration

10	How this module will be taught.	<p>Unit 1: Introduction to the quantitative research: Purpose and characteristics of quantitative research, difference between quantitative and qualitative research, ethical guidelines</p> <p>Unit 2: Research Design- Different types of research designs include: survey, experimental and correlational, factors influencing the selection of research design</p> <p>Unit 3: Introduction to econometrics including four types of data cross-sectional, time-series, pooled cross-sectional and longitudinal, econometrics case</p> <p>Unit 4: Simple linear regression and Multiple linear regression Cross-sectional data, Regression models, Multiple linear regression in R</p> <p>Unit 5: Regression methods for time series, Regression analysis on pooled cross-sections and panel data, Random model and Fixed Model for multiple regression</p> <p>Unit 6: Data analysis: Variability and measure of central tendency, Hypothesis testing, correlation, regression, SPSS and R</p> <p>Unit 7: Instrumental variables in R, Simultaneous Equation Modelling,</p> <p>Unit 8: Report writing and interpretation: Interconnection between the research questions and hypothesis, Drawing conclusions through theory and practice</p> <p>Unit 9: Multivariate analysis using Structural equation modelling and factor analysis</p> <p>Unit 10: Logit, Probit Models, Linear fixed models and Propensity Score Matching</p> <p>Unit 11: Research project and findings : Developing formal research project and future directions</p>
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Administration

11	How this module will be assessed.	<p>This course will be assessed by continuous and end of the course assessment.</p> <p>1. Weekly continuous assessment (40%) Micro assignments on: a) Writing a critique on the importance of quantitative research methodology b) Analyze a dataset using quantitative research method c) Quiz to assess the students' knowledge about conceptual understanding of quantitative research d) Critically evaluate the strengths and weakness of quantitative research e) Analyze the previous published research paper based on quantitative research methodology Submission: Weekly Word limit: 150 words each except for question c, it will be a quiz</p> <p>2. Assignments (60%): a) Review of Research paper based on quantitative methods (40%) b) Critical review on quantitative research methods (20%) Submission: End term Word limit: 2000 words (40%) Word limit: 1000 words (20%)</p> <p>This course will be assessed by continuous and end of the course assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is research paper based on quantitative research methods and techniques. The second written assignment will be on critical review of quantitative research methods. The students can critically analyse the positives and negatives of different types of quantitative research methods.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p>
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Administration

		<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. Please refer to the Assessment Policy for the rubric for the overall program. The student must pass in individual components and overall.</p>
	<p>Practicum/Dissertation/Final Project.</p>	<p>a) Review of Research paper based on quantitative methods (20%)</p> <p>b) Critical review on quantitative research methods (40%) Submission: End term Word limit: 1000 words (20%) Word limit: 2000 words (40%)</p>
12	<p>Placement/Work-based learning (if applicable)</p>	NA



Administration

13	Reading List	<p>Core Reading List</p> <ol style="list-style-type: none"> 1. Hair Jr, J., Page, M. and Brunsveld, N., 2019. Essentials of business research methods. Routledge. 2. Curwin, J., Slater, R. & Eadson, D., 2016. <i>Quantitative methods for business decisions</i>. 7th ed. s.l.:Cengage Learning. 3. Balnaves, M. & Caputi, P., 2001. <i>Introduction to Quantitative Research Methods: An Investigative Approach</i>. s.l.:Sage. <p>Supplementary Reading List</p> <ol style="list-style-type: none"> 1. Kedem, B. & Fokianos, K., 2020. <i>Regression Models for Time Series Analysis</i>. 1st ed. s.l.:Wiley. 2. Rahman, M.S., 2020. The advantages and disadvantages of using qualitative and quantitative approaches and methods in language “testing and assessment” research: A literature review. 3. Wooldridge, J. M., 2021. <i>Introductory Econometrics: A Modern Approach</i>. 7th ed. s.l.:Cengage. 4. Williams, B., Onsmann, A. and Brown, T., 2010. Exploratory factor analysis: A five-step guide for novices. <i>Australasian journal of paramedicine</i>, 8, pp.1-13. 5. Hair Jr, J., Page, M. and Brunsveld, N., 2019. Essentials of business research methods. Routledge.
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Sub-Section D – Module D # [DOC 108]

1	Title of Module/Title	Designing a qualitative research methodology
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Administration

2	Module/Unit Description	<p>This module will build-up the understanding and proficiency of students in qualitative research methods. It provides a thorough understanding of different types of qualitative research approaches, methodologies and techniques. The qualitative research methodologies will help in exploring the complex phenomena and generating rich and contextualised data. The students can advance their knowledge on different qualitative methodology tools including interviews, case study research, triangulation and computer assisted data analysis. This module will be taught in the second stage, and it will engage students with various qualitative approaches, apply learning of how to design rigorous studies, collect rich and nuanced data and apply tools to do data analysis. Prior to this module students have an understanding of statistical tools but this stage will help them segregate those tools and techniques as per qualitative and quantitative research.</p> <p>This module will strengthen the decision making, critical evaluation, problem solving, qualitative data analysis, interpretation and overall communication of research data in desired report format.</p>
3	Learning Outcomes	
3.1	Competences	<p>This module cultivates a diverse set of competencies crucial for doctoral researchers. They will be able to</p> <ul style="list-style-type: none">A. evaluate the methodologies and accordingly draft research questions, methods and objectivesB. build up on the competencies in conducting interviews, focus groups and observationsC. formulate the research based on mixed method competencies by integrating both quantitative and qualitative research using triangulationD. compile scholarly papers, academic papers, thesis chapters which can effectively communicate the analysis and findings.



Administration

3.2	Knowledge	<p>At the end of the module/unit the learner will be able to:</p> <ul style="list-style-type: none"> D. develop comprehensive understanding of advanced qualitative research methods which include narrative inquiry, triangulation, Computer assisted qualitative data analysis, and observational methods E. build up qualitative research knowledge through thematic identification, thematic coding and content analysis F. create new theoretical perspectives and fill the gaps in existing literature by synthesising qualitative data insights.
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. engage in critical thinking, analytical skills and in reflexivity to examine research bias and assumption B. build-up on research compilation and effective writing C. adaptability towards creative research solutions and problem-solving D. analyse critical skills in synthesising in different types of diverse qualitative data resources
		<p>Module-Specific Learner Skills</p> <p>At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none"> A. apply the grounded theory for understanding how different organisations develop strategies to deal with the market changes B. evaluate ethnography research method to understand consumer behaviour and its effect on purchasing decisions C. identify different themes, patterns and relationship by applying coding and analysing the data



Administration

		<p>Module-Specific Digital Skills and Competences</p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"> A. assess the usage of NVivo and Atlas.ti for data coding, annotation and reporting B. mark the usage of MAXQDA for data import and data exploration C. apply Leximancer software to conceptual mapping, visualisation and pattern recognition
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- 30
		Self – Study Hours- 60
		Assessment Hours - 30
		Supervised Placement- 30 and Practice Hours
7	Total Learning Hours for this module/unit.	150
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning



Administration

		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online.
		Contact Hours delivered Face to Face

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Administration

10	How this module will be taught.	<p>Unit 1: Introduction to qualitative research, characteristics of qualitative research, choosing a research topic</p> <p>Unit 2: Verbal data, interviews, types of qualitative research design, focus groups, ethnography, document analysis</p> <p>Unit 3: Case study using qualitative research, its application in research papers</p> <p>Unit 4: Data analysis: Grounded theory methodology, Coding and thematic analysis, Narrative analysis</p> <p>Unit 5: Quality criteria in qualitative research, triangulation, trustworthiness, and credibility, member checking</p> <p>Unit 6: Writing qualitative research papers and reports</p> <p>Unit 7: Computer assisted qualitative data analysis- data import, data organisation, mixed method integration, and ethical consideration</p> <p>Unit 8: Presenting qualitative research with rigour and conclusion</p> <p>Unit 9: Advance topics in qualitative research- Critical qualitative research, mixed method research, new innovations in qualitative research</p>
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Administration

11	How this module will be assessed.	<p>This course will be assessed by continuous and end of the course assessment.</p> <p>1. Weekly continuous assessment (40%) Micro assignments on: a) Evaluation of qualitative research process b) Strengths and weakness of qualitative research c) Coding exercise for qualitative research d) A critique on integration of qualitative and quantitative research e) Ethical feasibility of qualitative research Submission: Weekly Word limit: 150 words each except for question d to be prepared in 250 words each</p> <p>2. Assignments (60%): a) Research paper based on qualitative research (40%) b) Critical review on qualitative research methods (20%) Submission: End term Word limit: 2000 words (40%) Word limit: 1000 words (20%)</p> <p>This course will be assessed by continuous and end of the course assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is research paper based on qualitative research methods and techniques. The second written assignment will be on critical review of qualitative research methods. The students can critically analyse the positives and negatives of different types of qualitative research methods.</p> <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> <p>Please refer to the Assessment Policy for the rubric for the overall program. The student must pass in individual components and overall.</p>
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Administration

	Practicum/Dissertation/Final Project	2. Assignments (60%): a) Review of Research paper based on qualitative research (20%) Word limit: 1000 words b) Critical review on qualitative research methods (40%) Word limit: 1000 words
12	Placement/Work-based learning (if applicable)	NA
13	Reading List	Core Reading List 1. Hennink, M., Hutter, I. & Bailey, A., 2020. <i>Qualitative Research Methods</i> . 2nd ed. s.l.:Sage. 2. Creswell, J. W. & Creswell, J. D., 2023. <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> . 6th ed. s.l.:Sage. Supplementary Reading List 1. Merriam, S. B. & Tisdell, E. J., 2015. <i>Qualitative Research: A Guide to Design and Implementation</i> . 4th ed. s.l.:Wiley. 2. Denny, E. and Weckesser, A., 2022. How to do qualitative research?: qualitative research methods. <i>Bjog</i> , 129(7), p.1166. 3. Thunberg, S. and Arnell, L., 2022. Pioneering the use of technologies in qualitative research—A research review of the use of digital interviews. <i>International journal of social research methodology</i> , 25(6), pp.757-768. 4. Mohajan, H.K., 2018. Qualitative research methodology in social sciences and related subjects. <i>Journal of economic development, environment and people</i> , 7(1), pp.23-48. 5. Harper, D., 2011. Choosing a qualitative research method. <i>Qualitative research methods in mental health and psychotherapy: A guide for students and practitioners</i> , pp.83-97.



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 module 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 outlets where they can publish their work after the peer-review initiated by the journal. This module 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</p>
3	Learning Outcomes	



Administration

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 make manuscript as per the requirements of those journalsB. judge the impact factor, cite score and indexing of the journals, this is an essential information required prior to submitting the manuscript in the journalC. interpret the strengths and weakness related to their manuscript and how to make it more publishableD. analyse the impact of putting their published research work on different social media portals- linked-in, researchgate, google scholar. These research portals will increase the visibility 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. adapt new knowledge about manuscript preparation, what are the dos and don'ts of getting manuscript ready for the journalB. assess the impact of international conferences on improving their publication and presentationC. build up more in-depth knowledge about plagiarism and ethical consideration while preparing academic manuscript for the publication. They will also get knowledge on ethical usage of ChatGPT and artificial intelligence in the academic writing.
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. build up their publication strategy by selecting appropriate journal and do publication planningB. interpret their opinions while answering the feedback of the reviewers checking the manuscriptsC. improve collaboration and communication with colleagues, supervisors, and faculty members so that collaborative research is fruitful



Administration

		<p>Module-Specific Learner Skills 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 B. engage more with academic communities and discuss about research and collaboration C. learn about dealing with rejections and handle rejections and revisions in academic publication
		<p>Module-Specific Digital Skills and Competences 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
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- 10
		Self – Study Hours- 20
		Assessment Hours - 10



Administration

		Supervised Placement- 10 and Practice Hours
7	Total Learning Hours for this module/unit.	50
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online.
		Contact Hours delivered Face to Face



Administration

10	How this module will be taught.	<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 un-structured 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>
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Administration

11	<p>How this module will be assessed.</p>	<p>This course will be assessed by continuous and end of the course assessment.</p> <p>1. Weekly continuous assessment (40%) Micro assignments on:</p> <ul style="list-style-type: none"> a) Components of academic publication process b) Write-up on different types of outlet for academic publication c) How to assess journals for submitting the manuscript d) Importance of ethics and plagiarism in academic publication e) Structured abstract writing as per journals requirement <p>Submission: Weekly Word limit: 150 words each except for question to be prepared in 250 words each</p> <p>2. Assignments (60%):</p> <ul style="list-style-type: none"> a) Research paper publication in peer-reviewed journal (60%) <p>Submission: End term Word limit: 2500-3000 words (60%)</p> <p>This course will be assessed by continuous and end of the course assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions. End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a research paper based on qualitative research methods and techniques. The nature of final assessment is research paper publication in peer-reviewed journals. The word limit may varies between 2500-3000 words</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>
	<p>Practicum/Dissertation/Final Project</p>	<p>2. Assignments (60%):</p> <ul style="list-style-type: none"> a) Research paper publication in peer-reviewed journal (60%) <p>Submission: End term Word limit: 2500-3000 words (60%)</p>



Administration

12	Placement/Work-based learning (if applicable)	NA
13	Reading List	<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>.3. Cooper, H., Fernández, P. A. M. & Valentine, J. C., 2012. <i>APA Handbook of Research Methods in Psychology</i>. s.l.:American Psychological Association.4. Lund, B.D., Wang, T., Mannuru, N.R., Nie, B., Shimray, S. and Wang, Z., 2023. ChatGPT and a new academic reality: Artificial Intelligence-written research papers and the ethics of the large language models in scholarly publishing. <i>Journal of the Association for Information Science and Technology</i>, 74(5), pp.570-581.5. Zhu, J. and Liu, W., 2020. A tale of two databases: The use of Web of Science and Scopus in academic papers. <i>Scientometrics</i>, 123(1), pp.321-335.



Administration

Sub-Section D – Module D # [RES 105]		
1	Title of Module/Title	Data Collection
2	Module/Unit Description	<p>This module is very important for DBA students as these modules teach them about data collection and methods related to that. Data collection is an integral part of DBA research. The module on data collection mainly focuses on the processes and methods involved in gathering raw data from various resources.</p> <p>It is important to check the reliability and validity of the raw data for performing further analysis. Data collection phase sets up the foundation for all the analysis and modelling task. This module will be taught in the second phase and students will begin with their research papers and go on with the data collection for their thesis. In the data collection, it is important to identify data sources, data gathering techniques, ethical considerations in data collection, and data cleaning and preprocessing. All these topics will be given due consideration while teaching the module on data collection.</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 hypothesis B. critically evaluate data collection methods and sources C. assess the ethical guidelines and best practices in data handling, navigate the issues related to data collection D. compile the data in such a manner that issues related to data cleaning, preprocessing and documentation can be addressed



Administration

3.2	Knowledge	<p>At the end of the module/unit the learner will be able to:</p> <ul style="list-style-type: none">E. adapt more in-depth knowledge about primary and secondary data resourcesF. deduct techniques related to data validation, data cleaning and particularly data securityG. compare the limitations and biases related to different types of data source
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. gain proficiency on research design skills, and formulate hypothesis and plan data collection technique accordinglyB. evaluate the problem-solving skills related to ethical consideration and issues related to data qualityC. adapt more on the new developments and recent changes happened in research field
		<p>Module-Specific Learner Skills</p> <p>At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none">A. interpret different types of complex datasets and improving more on data literacyB. adapt more on the learning related to reliability and validity of data collection techniquesC. justify the ethical considerations and principles related to data collection, confidentiality, and consent



Administration

		<p>Module-Specific Digital Skills and Competences</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 B. compare the results by doing software analysis through R and SPSS
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- 10
		Self – Study Hours- 20
		Assessment Hours – 10
		Supervised Placement- 10 and Practice Hours
7	Total Learning Hours for this module/unit.	
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning



Administration

		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online.
		Contact Hours delivered Face to Face

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Administration

10	How this module will be taught.	<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>
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Administration

11	How this module will be assessed.	<p>This course will be assessed by continuous and end of the course assessment.</p> <p>1. Weekly continuous assessment (40%) Micro assignments on: a) Relevance of data collection b) Ethics in data collection c) Difference in primary versus secondary method for data collection d) Different types of constraints in data collection e) Writing data collection plan Submission: Weekly Word limit: 150 words each except for question d to be prepared in 250 words</p> <p>2. Assignments (60%): a) Mock data collection exercise and write it as per steps and their relevance (40%) b) Critical review of data collection methods (20%) Submission: End term Word limit: 2000</p> <p>This course will be assessed by continuous and end of the course assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions. End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is one mock data collection exercise and a critical review of data collection methods to be submitted as a written assignment.</p> <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>
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Administration

	Practicum/Dissertation/Final Project	2. Assignments (60%): a) Mock data collection exercise and write it as per steps and their relevance (40%) b) Critical review of data collection methods (20%) Submission: End term Word limit: 2000
12	Placement/Work-based learning (if applicable)	NA



Administration

13	Reading List	<p>Core Reading List</p> <ol style="list-style-type: none"> Olsen, W., 2011. <i>Data Collection: Key Debates and Methods in Social Research</i>. 1st ed. s.l.:Sage. 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"> Creswell, J. W. & Creswell, J. D., 2018. <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. 5th ed. s.l.:SAGE Publications, Inc.. Johnston, E. L. & Nicholls, R. J., 2019. Primary and Secondary Data Collection Techniques: Recent Advances and Applications. <i>Coastal Engineering</i>. Monteiro, A. M. & Proença, J. F., 2020. A Comparison of Primary and Secondary Data in Marketing Research. <i>Journal of Marketing Analytics</i>. 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. 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 # [RES 106]		
1	Title of Module/Title	Discussion, Conclusion and Recommendation



Administration

2	Module/Unit Description	<p>In this module, the research students will learn about synthesising and critically analyse the information and findings related to research work. It is important for the students to learn about reporting and drafting the recommendations based on the research.</p> <p>This module will not only improve the theoretical understanding of the students but also help them in developing thoughts on practical reporting of their research results.</p> <p>This module will be taught in the second phase, before that students will have the basic understanding developed on research process and research design.</p> <p>The main learning in this module is to critically analyse the research findings, synthesise those findings in an effective manner and formulate the conclusions and recommendations. This module will teach students how to formulate their research knowledge for practical world or real-world problems and identify recommendations for different sectors.</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. critically evaluate and synthesise the information gathered through research process to make it presentable and report it in desired mannerB. analyse the findings and identify the patterns to draw conclusions based on research, find-out the relationship in the dataC. enhance problem solving ability by applying the theoretical knowledge and develop practical and innovative solutionD. build on their reflective acumen by reflecting on their overall research process in the discussion part of the research



Administration

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. build-up on their research skills by learning advanced methods of data interpretation and reporting B. build-up on their project management skills because the module also involves planning and organising the work effectively in desired and timely manner C. integrate the findings for different disciplines and visualising the findings from different angles will also strengthen 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"> B. build on the understanding on complex issues and develop questioning mindset before reaching any conclusion C. improve overall communication by synthesising and articulating the ideas in written communication and presentation D. access the relevance of research from perspectives of government, business managers, organisations and society <p>Module-Specific Learner Skills</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 B. formulate more practical recommendations based on the research and do a scenario analysis of those practical recommendations C. formulate logical conclusion and results of the research process, the conclusions should be well-supported with the evidence



Administration

		<p>Module-Specific Digital Skills and Competences</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 conclusion and recommendations using Microsoft word, latex, Microsoft power-point and reference management software B. measure progress of overall work and set deadlines by using software- Microsoft Project, Trello and other digital management tools
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- 10
		Self – Study Hours- 20
		Assessment Hours- 10
		Supervised Placement- 10 and Practice Hours
7	Total Learning Hours for this module/unit.	50
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input type="checkbox"/> 100% Online



Administration

		<input type="checkbox"/> Blended Learning
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online.
		Contact Hours delivered Face to Face

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Administration

10	How this module will be taught.	<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>
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Administration

11	How this module will be assessed.	<p>This course will be assessed by continuous and end of the course assessment.</p> <p>1. Weekly continuous assessment (40%) Micro assignments on: a) Important components of discussion and conclusion writing b) How to analyse recommendations from the perspective of different stakeholders c) How to interpret data analysis in discussion and conclusion d) Alignment of research findings with recommendations e) Small exercise of analysing the discussion and conclusion components in previous published papers Submission: Weekly Word limit: 150 words each except for question d to be prepared in 250 words</p> <p>2. Assignments (60%) a) Review of discussions of a chosen Research paper (20%) word limit 1000 b) Critical analysis of discussion, conclusion and recommendation chapters in previous published thesis (available on e-portals) (40%) Word limit: 2000</p> <p>This course will be assessed by continuous and end of the course assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment will be a research paper and second assessment be based on critical analysis of conclusion, discussion and recommendation chapter in previous published research thesis.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p>
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Administration

		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.
	Practicum/Dissertation/Final Project	2. Assignments (60%) a) Review of discussions of a chosen Research paper (20%) word limit 1000 b) Critical analysis of discussion, conclusion and recommendation chapters in previous published thesis (available on e-portals) (40%) Word limit: 2000
12	Placement/Work-based learning (if applicable)	NA



Administration

13	Reading List	<p>Core Reading List</p> <ol style="list-style-type: none"> 1. Evans, D., Gruba, P. & Zobel, J., 2021. <i>How to Write a Better Thesis</i>. 4th ed. s.l.:Cambridge University Press. 2. Lunenburg, F. C. & Irby, B. J., 2008. <i>Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences</i>. s.l.:Corwin Press. <p>Supplementary Reading List</p> <ol style="list-style-type: none"> 1. Bunton, D., 2005. The structure of PhD conclusion chapters. <i>Journal of English for academic purposes</i>, 4(3), pp.207-224. 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. 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.
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Sub-Section D – Module D # [RES 107]

1	Title of Module/Title	Dissertation writing and Defense preparation
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Administration

2	Module/Unit Description	<p>This module will cover all the essential steps required for writing 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 module will be taught during the second phase. 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>
3	Learning Outcomes	



Administration

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. build up on their research proficiency and research writing by structuring the research work in aligned mannerB. compare their critical thinking skills with earlier stage as they will revise the work in the last stage of thesis compilation and dissertation writingC. defend their research process, objective and methodology and develop strong oral communication skills to counter the queries asked during presentationD. improve the research work and organise it as per feedback received from peers, supervisors and committee members
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. develop a knowledge and understanding of dissertation structure and components related to that structureB. critically evaluate all the important components for final compilation as per scholarly dissertation requirementC. develop themselves as per expectations in dissertation defense, anticipate the questions and develop strategy to answer those questions



Administration

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 viva B. assess the feedback positively and do the revisions as per communication and scholarly requirement C. adapt necessary flexibility during this phase, this phase involves revision, be ready for modifications <p>Module-Specific Learner Skills At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none"> A. construct and develop their minds by thorough understanding of dissertation structure B. formulate adherence on working as per academic conventions and disciplinary standard C. integrate theoretical frameworks while formulating the dissertation work in final stage <p>Module-Specific Digital Skills and Competences At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"> A. make up final changes in dissertation and format chapters using word processing software B. create final presentation for final defense using software- Microsoft powerpoint, Prezi, Apply keynote
4	MQF Level pegged for this module/unit	Level 8



Administration

5	Total Number of ECTS for this module/unit	
6	Hours of Total Learning for this module/unit	Total Contact Hours- 10
		Self – Study Hours- 20
		Assessment Hours - 10
		Supervised Placement- 10 and Practice Hours
7	Total Learning Hours for this module/unit.	50
8	Mode of Delivery	<input type="checkbox"/> 100% Face to Face
		<input type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning
		<input type="checkbox"/> Work Based Learning
9	Blended Learning	Contact Hours delivered online.
		Contact Hours delivered Face to Face



Administration

10	How this module will be taught.	<p>Unit 1: Overview of dissertation writing and understanding the importance of scholarly writing</p> <p>Unit 2: Review of research methodology and literature review as per dissertation standards</p> <p>Unit 3: Timeline of different phases of dissertation, ensuring rigour and quality in research</p> <p>Unit 4: Develop writing strategies for dissertation chapters- citing all the academic resources</p> <p>Unit 5: Knowing ethical issues in dissertation writing</p> <p>Unit 6: Knowing about the publication option of dissertation post final defense, quality and rigour to maintain for thesis publication</p> <p>Unit 7: Reflection and improvement in scholarly writing based on feedbacks</p> <p>Unit 8: Defense preparation and presentation final check</p> <p>Unit 9: Overall reflection if doctoral research journey</p>
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Administration

11	How this module will be assessed.	<p>This course will be assessed by continuous and end of the course assessment.</p> <p>1. Weekly continuous assessment (40%) Micro assignments on: a) Components of thesis b) Chapterization in thesis c) How to interpret and answer feedbacks in thesis d) How to review full thesis before submission e) A write-up on important points for drafting final research thesis presentation Submission: Weekly Word limit: 150 words each</p> <p>2. Assignments (60%) a) Reflective writing on thesis structure (40%) 1000 words b) Mock presentation (20%)</p> <p>Word limit: 2000 (40%)</p> <p>This course will be assessed by continuous and end of the course assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions. The nature of final assessment is reflective writing on thesis structure explaining important components of the thesis. Second component will be a mock presentation. End of the module assessment is the final assessment, consisting of 60% weightage. 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>
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Administration

	Practicum/Dissertation/Final Project	2. Assignments (60%) a) Reflective writing on thesis structure (40%) 1000 words b) Mock presentation (20%) Word limit: not applicable
12	Placement/Work-based learning (if applicable)	NA
13	Reading List	Core Reading List 1. Eco, U., 2015. <i>How to Write a Thesis</i> . s.l.:MIT Press. 2. Evans, D., Gruba, P. & Zobel, J., 2021. <i>How to Write a Better Thesis</i> . 4th ed. s.l.:Cambridge University Press. Supplementary Reading List 1. Bolker, J., 1998. <i>Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis</i> . s.l.:Holt Paperbacks. 2. Salehi, H., Embi, M. A. & Shakiba, M., 2013. Writing for Publication: From Thesis to Manuscript. <i>Journal of the Scholarly Publishing</i> . 3. Swales, J. M. & Feak, C. B., 2012. Writing the Introduction to a Journal Article: How to Write a Thesis Statement. <i>TESOL Quarterly</i> .



Administration

Sub-Section D – Module D # DOC 112		
1	Title of Module/Title	Dissertation
2	Module/Unit Description	<p>As part of the structured DBA programme, candidates complete eleven modules and seven residencies. In addition, DBA researchers are required to publish at least 1 research paper in double blind-reviewed journals. These modules are in addition to a "Dissertation" as the twelve modules account for around 30-35% of the total time spent during the entire DBA programme. This coursework is designed in a manner to help scholars progress in their scientific research writing, which is the core purpose of these doctoral studies. The remaining time of the DBA programme consists of the candidate scientifically investigating the questions he/she presented in the proposal at the beginning of the programme, creating study designs, generating, evaluating and interpreting measured values.</p> <p>The decisive factor for the difference in terms of the time to be used for modules 1 - 12 and the time that doctoral students actually spend dealing with module 13 is the fact that the focus here is actually on research performance.</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. exhibit self-direction, autonomy, and originality as an independent researcher while conducting empirical research and solving contemporary challenges considering existing literature that are at the forefront of their professional practice. B. comprehend and address intricate and current challenges facing both business and society and to transform it into a researchable research agenda. These challenges may encompass technological, cultural and social development as a result of the research process undertaken. C. create, plan, validate, execute, report on, and evaluate a significant research project that is professionally relevant and contributes to the generation of new knowledge. D. structure and synthesise complex information, and adapt ethical practices in deciding methods of data collection and its analysis. E. present, critically argue and defend ideas and results unambiguously and effectively in verbal and written communication.



Administration

3.2	Knowledge	<p>Upon completion of this module, the students will be able to</p> <ul style="list-style-type: none">● critically assess theoretical and practical expertise in a specialised field of knowledge, considering its potential contributions to social and ethical issues on both national and international levels.● exhibit an in-depth comprehension of recent advancements in their profession, as well as current theoretical frameworks and methodologies, and to identify the gap in literature which are directly applicable to their professional environment so as to design research questions that aim to eliminate the gap.● demonstrate expertise in critical evaluations and analysis considering limitations of research to solve problems in new or unfamiliar environments and produce original research.● project a thorough understanding of the philosophy behind research methods and the way it influences research design, methodologies, data analysis, and the presentation of findings and design a research methodology that aligns the research objectives, questions, literature, hypothesis, research design and data analysis tools employed in research.● appraise and apply quantitative, qualitative, and mixed methods to independently conduct empirical research, and to create, analyse, and interpret new knowledge within the discipline.
3.3	Skills	<p>At the end of the module/unit the learner will have acquired the ability to:</p> <ol style="list-style-type: none">A. demonstrate the qualities and skills of personal responsibility and largely autonomous initiative when navigating complex and unpredictable situations.B. communicate and present empirical research findings and conclusions to professional peers, academic community and other stakeholders.C. demonstrate how to write a research proposal and final dissertation in an organised manner of a publishable level.



Administration

		<p>Module-Specific Learner Skills</p> <p>Upon successful completion of this module, the scholars will be able to:</p> <ul style="list-style-type: none"> D. apply professionally relevant literature and knowledge at the forefront of their field in analysing and comprehending business practices and challenges. E. analyse data using suitable methods and communicate the results effectively to others.
		<p>Module-Specific Digital Skills and Competences</p> <p>At the end of the module/unit, the scholars will be able to:</p> <ul style="list-style-type: none"> A. create a database of literature using various tools such as Endnote etc. B. use MS Excel to organise literature and basis analysis C. use Quantitative Methodology tools such as SPSS, R, etc to analyse data, prepare presentable tables and charts and evaluate results D. create a Gantt-Chart using Excel. E. create bar charts, graphs and box-plots. F. use Powerpoint for supporting the presentation. G. use a whiteboard or a flipchart for presentation. H. use Sharepoint or google docs to work on drafts collaboratively. I. use grammarly for checking grammar OR MS Word Grammar and Spell Check tools J. use track mode change in writing documents. K. collaborate online with cross-functional teams.
4	MQF Level pegged for this module/unit	Level 8
5	Total Number of ECTS for this module/unit	



Administration

6	Hours of Total Learning for this module/unit	Total Contact Hours Not Applicable
		Self – Study Hours 1450
		Assessment Hours 1450
		Supervised Placement and Practice Hours 100
7	Total Learning Hours for this module/unit.	3000
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.
		Contact Hours delivered Face to Face



Administration

10	How this module will be taught.	<p>The EU Global 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 is the most important. Though the coursework is introduced, completing coursework and not completing dissertation would not entitle a scholar “Dr” title. The coursework is designed in a manner to navigate scholars’ journey towards strengthening their scientific research and dissertation writing skills.</p> <p>Doctorate at EU Global is taught in 3 Stages:</p> <p>Stage 1: Stage 1 begins with reflection on previous experience and expertise the scholar gained till date. The reflective exercise possibly helps them identify the tensions they face around or in their work environment and the impact they may be able to make. The coursework will enable them to study literature heavy courses on Business & Management as well, which enables them the mindset towards evidence based enquiry at the workplace. The researcher can pursue the doctoral programme in their own area of expertise at a Masters level or equivalent.</p> <p>EU Global plays special relevance to spreading awareness towards the sustainability issues and environment, and is a believer to relate the possible objectives to be thoughtful towards society at large. Hence, 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>Stage 2: Research Proposal Phase: Stage 2 plays special emphasis on transforming practical knowledge into the research project. This phase provides an opportunity to finalise the research proposal and defend it to seek feedback. The coursework in this stage enables students to write their dissertation in a comprehensive manner.</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>Residencies</p>
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Administration

		<p>EU Global conducts 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.</p> <p>Supervisor: 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 (at least 4 in a year), beyond which the two parties have academic freedom to determine their interactions, feedback and incorporation of feedback.</p> <p>Global Conference EU Global has been scheduling an annual conference in Dec 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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11	How this module will be assessed.	<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>Not applicable</p>
	Practicum/Dissertation/Final Project	<p>The learner must successfully pass dissertation and defense together to be awarded a “Dr” Title. Passing in coursework and not passing in dissertation submission and defense will NOT result in a successful Doctoral title.</p> <p>The learners are required to write a dissertation of 60,000 words. Detailed guidelines on recommended chapters, supervisors coordination etc will be provided to the learners. The formatting requirements will be followed in accordance with Policy No. 5 Assessment Policy and Academic Misconduct policy besides other regulations of our regulations and policy HandBook.</p> <p>In addition, please read doctoral degree guidelines in this handbook - Additional Regulations for Research degrees given in below link</p> <p>https://docs.google.com/document/d/1_eG8LYAc_hZ__7hayX2kYZEfmW6BKdGdH07AkKLmaeU/edit</p>



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12	Placement/Work-based learning (if applicable)	Not Applicable
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EU GLOBAL



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13	Reading List	<p>Core Reading List</p> <ul style="list-style-type: none">• Feibelman, P. J. (2011). A PhD is not enough!: a guide to survival in science. Basic Books.• Pamela Burnard, Tatjana Dragovic, Julia Flutter, Julie Alderton (2016) Transformative Doctoral Research Practices for Professionals (Critical Issues in the Future of Learning and Teaching, 12, Band 12), Springer• Terrell, S.R., 2022. <i>Writing a Proposal for Your Dissertation: Guidelines and Examples</i>. 2nd ed. New York: Guilford Press. <p>Supplementary Reading List</p> <ul style="list-style-type: none">• Patrick Dunleavy (2003), <i>Authoring a PhD: How to plan, draft, write and finish a doctoral thesis or dissertation</i>. Macmillan International Higher Education.• Grad Coach, 2023. <i>How to Write a Dissertation or Thesis</i>. Available at: https://gradcoach.com/how-to-write-a-dissertation-or-thesis/ [Accessed 26 June 2024].• Other published dissertations
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