Programme Specification
Postgraduate

Applicable to postgraduate programmes

Please click [here](#) for guidance on completing this specification template.

### Part A: Programme Summary Information

1. **Title of programme:**
   - Doctor of Business Administration Online (in partnership with Laureate Online Education)

2. **Programme Code:**
   - LDBA

3. **Entry Award(s):**
   - **Credit:**
   - **Level:**
     - ☐ MA
     - ☐ MSc
     - ☐ PGDip
     - ☐ PGCert
     - ☐ PG Award
     - ☐ DPS
     - ☐ CPS
     - ☒ Other (please specify below):
       - 540 Credit
       - Level 8

   - Doctor of Business Administration

4. **Exit Awards:**
   - **Credit:**
   - **Level:**
     - ☐ PGDip
     - ☐ PGCert
     - ☐ PG Award
     - ☐ CPS

   Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must indicate this below:

   - MRes. This award requires at least 180 credits.
5. **Date of first intake:** September 2010

6. **Frequency of intake:** Continuous: approximately 6 entry points each year

7. **Duration and mode of study:** Minimum 4 years; maximum normally 7 years (8 years including any periods of suspension or repeated study).

8. **Applicable framework:** Framework for Online Professional Doctorates
   
   **Framework exemption required:** ☐ No (please go to section 9)
   
   ☐ Yes (please provide a brief summary below)

   **Date exemption approved by AQSC:**

9. **Applicable Ordinance:** Ordinance 96: General Ordinance for Professional Doctorate Degrees
   
   **New/revised Ordinance required:** ☒ No (please go to section 10)
   
   ☐ Yes (please provide a brief summary below)

   **Date new/revised Ordinance approved by Council:**

10. **Faculty:** Faculty of Humanities and Social Sciences

11. **Level 2**
    **School/Institute:** The University of Liverpool Management School

12. **Level 1 unit:**

13. **Campus:**

14. **Other contributors from UoL:** All teaching is carried out by recognised teachers of the University of Liverpool.

15. **Teaching other than at UoL:** Programme is delivered in partnership with Laureate Online Education within the framework established for online programmes.

16. **Director of Studies:** Dr Caroline Ramsey cmramsey@liv.ac.uk

17. **Board of Studies:** Board of Studies for Online Postgraduate Degrees in Management

18. **Board of Examiners:** Board of Examiners for Online Postgraduate Degrees in Management
26. **Aims of the Programme**

The DBA is a professional doctoral business programme by Critical Action Learning (CAL) and Action Research (AR). CAL and AR are methods of practice-based learning and research in which the student/learner engages deeply with his/her organization by (1) critically reviewing and researching workplace-based attitudes, practices, and outcomes; (2) applying what is learned in the classroom as well as what is learned in the research process towards improving outcomes and solving actual workplace-based problems; and (3) identifying difficult organizational problems and applying to them a rigorous programme of research and intervention towards the creation of new, actionable knowledge.

The overall aim of the programme is to provide a comprehensive, research-intensive and high level education to managers possessing both a Masters degree and several years of experience in their careers.

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The development of students as scholar-practitioners which encompasses the co-creation of professional knowledge based upon primary and secondary research as well as reflection on professional practice.</td>
</tr>
<tr>
<td>2</td>
<td>Enhancing skills of collaborative communication in an international context, and within distributed teams.</td>
</tr>
<tr>
<td>3</td>
<td>Students having the opportunity to apply knowledge of the principles and current issues relevant to general management roles in business organizations in new and unfamiliar circumstances.</td>
</tr>
<tr>
<td>4</td>
<td>Supporting the development of subject specific and key transferable skills necessary for employment in general management positions.</td>
</tr>
</tbody>
</table>

27. **Learning Outcomes**
# Programme Specification PG

## Learning outcomes – DBA

The Programme will enable students to acquire knowledge and understanding of theoretical and practical aspects of general management. The Programme therefore provides learning outcomes in the ‘management’ discipline that includes the ability to:

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop a clear understanding of the history and development of social investigation specifically relevant to social science and management research in particular</td>
</tr>
<tr>
<td>2</td>
<td>Evaluate and critique hypotheses, research designs, research findings, and the theoretical implications of such findings in quantitative and qualitative studies</td>
</tr>
<tr>
<td>3</td>
<td>Define, describe, and execute the various stages of the action research process</td>
</tr>
<tr>
<td>4</td>
<td>Analyze the significance of critical action learning in one’s organizational context</td>
</tr>
<tr>
<td>5</td>
<td>Synthesize various central concepts and theories of ethics, sustainability &amp; social impact as the basis for analyzing and evaluating the implications for the strategic development of an organization</td>
</tr>
<tr>
<td>6</td>
<td>Evaluate the impact of intercultural factors on the management and leadership of teams and organizations</td>
</tr>
<tr>
<td>7</td>
<td>Examine modern organizations in light of complex adaptive systems theory</td>
</tr>
<tr>
<td>8</td>
<td>Devise strategies for managing and improving group decision making</td>
</tr>
<tr>
<td>9</td>
<td>Appraise the role of leadership in managing through and learning from crisis situations</td>
</tr>
<tr>
<td>10</td>
<td>Carry out a research intervention with the purposes of understanding and working towards solving an identified, organizationally-based problem</td>
</tr>
<tr>
<td>11</td>
<td>Create an original piece of research that is acknowledged as significant in the Management academic and practice communities and generates new, actionable knowledge.</td>
</tr>
</tbody>
</table>

## Learning Outcomes – MRes

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Develop a clear understanding of the history and development of social investigation specifically relevant to social science and management research in particular</td>
</tr>
<tr>
<td>13</td>
<td>Evaluate and critique hypotheses, research designs, research findings, and the theoretical implications of such findings in quantitative and qualitative studies</td>
</tr>
<tr>
<td>14</td>
<td>Define, describe, and execute the various stages of the action research process</td>
</tr>
<tr>
<td>15</td>
<td>Analyze the significance of critical action learning in one’s organizational context</td>
</tr>
<tr>
<td>16</td>
<td>Evaluate the impact of intercultural factors on the management and leadership of teams and organizations</td>
</tr>
<tr>
<td>17</td>
<td>Appraise the role of leadership in managing through and learning from crisis situations</td>
</tr>
</tbody>
</table>

### 27a. Mapping of subject-based learning outcomes:

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>KDBA307</td>
<td>Coursework</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>KDBA301</td>
<td>Coursework</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Skills and Other Attributes</td>
<td>Module(s) in which Learning skills, Mode of assessing</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------</td>
<td>-----------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Communication Skills: Students will have opportunities to develop written and oral communication skills through group discussions, in class presentations and coursework. This will be assessed by written assignments, independent action learning projects and the thesis.</td>
<td>KDBA302, KDBA300, KDBA305, KDBA306, KDBA308, Thesis, Thesis</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Problem Solving and Decision Making: Students will be challenged to think critically about organisational issues and dilemmas. They will do this by gathering and synthesising information, analysing alternative perspectives and options and presenting a considered opinion or course of action in their course assessment.</td>
<td>KDBA302, KDBA300, KDBA305, KDBA306, KDBA308</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Numeracy Skills: Students will learn quantitative techniques for analysing data.</td>
<td>KDBA302, KDBA300, KDBA305, KDBA306, KDBA308</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Information and Communication Technology Skills: Students will have opportunities to improve their ICT skills. Students will demonstrate skills in the use of software applications including word processing, visual presentations, data bases, spreadsheets and using the internet for information searches in the course of researching and presenting coursework.</td>
<td>KDBA302, KDBA300, KDBA305, KDBA306, KDBA308</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Group Working Skills: Critical action learning assignments will require them to work in groups and manage the interaction and relationships with other group members. In doing so, they will gain experience in negotiation, persuasion, influencing and managing conflict.</td>
<td>KDBA302, KDBA300, KDBA305, KDBA306, KDBA308</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Time management. This applies to all modules of the programme and is relevant for planning scheduled work and meeting assessment deadlines. This will be evident in the students’ independent management of their assignments and coursework and by meeting coursework deadlines.</td>
<td>KDBA302, KDBA300, KDBA305, KDBA306, KDBA308</td>
<td></td>
</tr>
</tbody>
</table>

28a. Mapping of skills and other attributes:

| Skills and other attributes: | Module(s) in which Learning skills, Mode of assessing |

TQSD/14.15

5 of 15
<table>
<thead>
<tr>
<th>attributes No.</th>
<th>this will be delivered and assessed</th>
<th>research skills, employability skills</th>
<th>achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>KDBA301</td>
<td>Quantitative techniques for analysing data</td>
<td>Coursework</td>
</tr>
<tr>
<td>4.</td>
<td>All modules and thesis</td>
<td>Using Office software to prepare presentations and coursework. Searching the internet and electronic library catalogue for resources.</td>
<td>Coursework</td>
</tr>
<tr>
<td>5.</td>
<td>All modules</td>
<td>Action learning team work.</td>
<td>Graded participation in action learning sets</td>
</tr>
<tr>
<td>6.</td>
<td>All modules and thesis</td>
<td>Sound and accurate planning for scheduled work; timely management of personal study</td>
<td>Coursework.</td>
</tr>
</tbody>
</table>

29. **Career opportunities:**

The Programme is aimed at managers possessing both a Masters degree and several years of experience in their careers. Graduates of the Programme have enhanced access to a wide range of managerial positions in the private and public sectors. In addition to the enhanced skills of research and thoughtful practice, the programme includes a high degree of peer support and networking opportunities which add value to students’ experience as they are potentially career-enhancing.

30. **Academic Requirements:**

Admission to the Programme normally requires a Masters degree from a UK university or its equivalent. Alternative qualifications and all non-UK qualifications, which are considered equivalent to a UK Masters degree, would be subject to approval.
Applications from students with a professional background rather than an UG degree will be assessed in accordance with UoL policy.

31. **Work experience:**

Admission to the Programme normally requires 5 years of relevant work experience at a senior management level. (Senior management responsibility would normally be defined as an applicant having established and run his/her own business employing more than 10 people; having worked as a consultant on significant projects; having worked in a senior management role in an organization managing large teams, projects and/or budgets.)

32. **Other requirements:**

Applicants whose first language is not English must provide evidence of their competence in the language (e.g. IELTS or TOEFL examinations: minimum 7 IELTS or 600 TOEFL, 250 computer based TOEFL respectively). Pre-sessional English language support will be provided when necessary.

### Part D: Programme Structure

33. **Programme Structure:**

The programme for the Online DBA has a strong research focus and has been designed to achieve a number of objectives. They are, for students to:

- Create and interpret new actionable knowledge through original research, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication
- Acquire and understand a substantial body of knowledge which is at the forefront of an area of professional practice or an academic discipline
- Conceptualize, design, and implement a series of projects for the generation of new, actionable knowledge adjusting the project design in the light of unforeseen problems
- Understand applicable techniques for research and advanced academic inquiry
- Develop students to a high level of management competence and knowledge
- Complement the core programme of postgraduate management education within the Management School
- Enable accreditation by the principal accrediting bodies in management education

The Programme structure has to satisfy a number of external criteria and also to meet the high standards that postgraduate students, paying premium fees, will demand of the University of Liverpool Management School. The proposals have been designed to accommodate these criteria and also to support further the approach to management education within the University.

*The DBA Programme is comprised of 3 components:*

- Nine modules in which learners carry out research applying a critical action learning methodology
- Action research thesis
• Optional face-to-face residencies

The programme structure is set out in the following table. All elements of the programme are offered at Level 8 (Doctoral Level).

<table>
<thead>
<tr>
<th>Module title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Doctoral Practitioner</td>
<td>30</td>
</tr>
<tr>
<td>Change and Crisis Management</td>
<td>30</td>
</tr>
<tr>
<td>Knowledge Creation</td>
<td>30</td>
</tr>
<tr>
<td>Management Research: Quantitative &amp; Qualitative Methods</td>
<td>30</td>
</tr>
<tr>
<td>Leadership and Community</td>
<td>30</td>
</tr>
<tr>
<td>Action Research &amp; the Action Research Thesis</td>
<td>30</td>
</tr>
<tr>
<td>Complex Adaptive Systems</td>
<td>30</td>
</tr>
<tr>
<td>Decision Making with Risk and Uncertainty</td>
<td>30</td>
</tr>
<tr>
<td>Ethics, Sustainability and Social Impact</td>
<td>30</td>
</tr>
<tr>
<td>Doctoral Development Plan</td>
<td>90</td>
</tr>
<tr>
<td>Action Research Thesis</td>
<td>180</td>
</tr>
</tbody>
</table>

Module Structure

• The first 6 modules must be taken in the sequence indicated above as they deal with the core concepts and skills required by doctoral practitioners. Each of the first six modules will act as prerequisites for the preceding module(s) in the order indicated above.
• The final 3 modules may be taken in any order
• During the first 6 modules, students will apply and develop their CAL skills
• During the final 3 modules, students will apply and develop their AR as well as their CAL skills
• The modules will “weave in” appropriate coverage of traditional business subjects (e.g., strategic planning) and other thematic elements (e.g., globalisation)
• Each module will run for 10 weeks with the exception of the first module which will last 11 weeks to include induction activities.
• Each of the modules which precede the AR thesis carries 30 credits at D level.

The Doctoral Development Plan

The Programme also includes 90 credits at D level that are based upon the student’s continuing work on his/her Doctoral Development Plan (DDP) project. The DDP is an account of the student’s reporting and reflection on the research that they have undertaken and upon the student’s development as a researcher. The DDP will serve as a means of assessing the degree to which the student has progressed as a doctoral-level thinker, critical action learner and action researcher. It will also include a commentary on the overall contribution to knowledge made by the student during the nine modules.

Residency Structure

The Programme will include an optional Face-to-Face (F2F) “Residency Track”

• The Residency Track will be comprised of 2 F2F residency sessions.
• The F2F residency track carries with it 30 credits at D level as per the modules.
• The two F2F residency sessions together will substitute for either Complex Adaptive Systems or Decision Making with Risk and Uncertainty (at the student’s choosing).
• The first F2F residency session will be taken after the completion of the AR & the AR Thesis.
  o The first F2F residency will be a workshop that explores a range of paradigmatic positions and encourages students to challenge their thinking particularly in terms of their epistemological and ontological starting points for their research.
  o The second F2F residency module will be taken after the completion of the 8th module and prior to the completion of the thesis.
  ▪ The second component of the residency builds upon the work accomplished in the first residency. For this residency, students will produce a conference paper (approx. 6,000 words) that utilizes an epistemological and ontological approach distinct from the direction of their thesis. Students will present these conference papers at this second residency.

Thesis Structure

The Programme will include a 180 credit action research thesis.

• A written thesis will be between 40,000 and 50,000 words
• The thesis chronicles an intervention designed to create change in an organization and in response to an identified problem and reports the contribution to knowledge produced as a result.
• All of the elements of the Programme contrive to provide efficacy in developing the thesis.
• Research competencies developed within and across the modules
• Progression in the key outcomes areas (i.e., critical reflection, critical thinking, and professional doctoral skills and dispositions) particularly in concert with the DDP

34. Industrial placement/work placement/year abroad:

NA

35. Liaison between the Level 2 Schools/Institutes involved:

NA

Part E: Learning, Teaching and Assessment Strategies

36. Learning, Teaching and Assessment Strategies:

The Learning, Teaching and Assessment strategy for the programme ensures that the subject-based learning outcomes (section 26, above) are delivered and that students have the opportunity to develop the key skills (section 27, above) during their year of study.
The strategy draws upon the requirements and recommendations of professional accrediting bodies such as AACSB (The Association to Advance Collegiate Schools of Business). A number of learning goals have been defined for AACSB accreditation purposes and modules are reviewed annually to ensure that there is evidence of learning in relation to each of these goals. The AACSB goals are embedded in the outcomes and skills sections, above. The AACSB requirement that all learning goals must be assessed is now a formal part of School strategy and any proposed changes to the assessment methods used on a module are scrutinised by the Board of Studies in relation to both the programme’s requirements and the AACSB requirements.

The School’s strategy requires that a diverse range of assessment methods should be used throughout a programme. This ensures that students have a range of assessment opportunities in which to provide evidence of their learning. The benefits of this are twofold. Firstly, there are wider opportunities for students to develop essential learning and employability skills, including teamwork, presentation skills, independent learning and written communication. Secondly, the School recognises the diversity of its student body and that some students may perform better in some types of assessment than others. By offering a range of assessment methods, the School ensures that all students have opportunities to excel as well as opportunities to develop their skills in assessment areas where they feel less confident.

36a. Learning, Teaching and Assessment methods:

The mode of delivery is by distance learning over the Internet. This mode of study enables students to pursue modules via home study. Module delivery involves the establishment of a virtual classroom in which a relatively small group of students (usually 12-15) work under the direction of the module instructor, using an internet-based distance learning package. Communication within the virtual classroom is asynchronous, preserving the requirement that students are able to pursue the module in their own time, within the weekly time-frame of each seminar.

All communications that take place within the virtual classroom, including all assignments carried out by students and assessments by instructors, are recorded and are available for scrutiny by staff with appropriate access permissions. This enables two aspects of quality control:

- Module delivery is monitored by staff of the University of Liverpool Management School e-Learning Unit to ensure that defined syllabuses, procedures, and assessment processes are followed, appropriate standards are maintained, and to check that plagiarism has been detected.
- All assessment is subject to moderation both by the Management School e-Learning Unit and by the external examiner.

In addition to the online learning paradigm discussed above, this Programme integrates CAL as a means of both intensifying the learning experience in general and linking theory to practice in particular. In the Programme’s instantiation of CAL,
• Students will be formed into learning teams (functioning as applied problem-solving and learning groups) during each module.
• The primary purpose of the learning teams is to aid team members in the critical identification, review and resolution of particular, workplace-based problems that each student brings to their team.
• The learning teams will be “facilitated” by the module instructor.
• It is through this facilitated critical review process whereby the student identifies and defines an issue to work on (known as “problematizing” in the literature) and then subsequently works on the resolution of that problem aided by conversation with and insightful questioning from other members of the team. Through this process, the students develop significant, doctoral-level depth of learning in each module.
• The instructor will assess the quality of each student’s input to their team members during the course of the module and this assessment will form 25% of the student’s grade.
• Having worked through this process with the team, students write up this problem identification, review, and solving process and this piece of work (known as the CAL Project) constitutes a significant portion of the student’s grade.
  o Each CAL Project is developed and graded within the context of its associated module. However, students will be encouraged to view these projects as opportunities (1) to hone successively their doctoral research skills and (2) to identify appropriate problems for their action research thesis.

• Student performance on the modules will be assessed according to the following structure:

<table>
<thead>
<tr>
<th>Graded element</th>
<th>Wk 1</th>
<th>Wk 2</th>
<th>Wk 3</th>
<th>Wk 4</th>
<th>Wk 5</th>
<th>Wk 6</th>
<th>Wk 7</th>
<th>Wk 8</th>
<th>Wk 9</th>
<th>Wk 10</th>
<th>Weight (% EOM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature synthesis</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Learning set participation</td>
<td>(x)</td>
<td>(x)</td>
<td>(x)</td>
<td>(x)</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Learning set participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(x)</td>
<td>15%</td>
</tr>
<tr>
<td>Critical Literature Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Problematizing write-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>CAL report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35%</td>
</tr>
<tr>
<td>Assessment points</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

• The class Discussion Question (DQ) will pertain to the weekly assigned readings.
• Learning team participation will be assessed based upon the timeliness and quality of the student’s work in their team.
  • Asking insightful questions
  • Offering contributions based upon the literature and their
practice

- Must be adding to the learning of the group
- Must be critically collaborative inquiry
- Should promote critical reflection in team members

- The Critical Literature Review is a 2,000 word document and is the first component of the CAL project. This document should:
  - Frame the identified problem in the context of the relevant literature
  - Identify different viewpoints on the problem from the literature
  - Provide the theoretical scaffolding for the problematizing process

- The Problematizing Write-up is a 750 word document and is the second component of the CAL project.
  - This document summarizes how the identified issue was problematized and how this process impacted the final statement of the problem

- The CAL Final Report is a 2,500 word document (beyond the literature review and problematizing write-up) that details how the student approached solving the identified problem, issues encountered during the problem-solving process, and outcomes from the process. As such, the final report:
  - Provides both a narrative of whole project and the iterative process of engaging with the identified problem
  - May be written in the 1st or 3rd person
  - Identifies the steps taken to address the problem
  - Indicates how the literature informed the process
  - Provides results and conclusions drawn from the process
  - Students will have an opportunity to resubmit this element of assessment if the first submission does not reach a pass standard.

- It is understood that issues may arise in the workplace which may prevent students from undertaking or completing such “change” oriented projects. It is the role of the instructor-facilitator to work with the students in such situations to identify an appropriate project which may be based more on a literature review and the development of a proposal for a change project rather than the actual implementation of a change project. This will normally be allowed in two modules only.

- The module assessment structure is designed such that student progress is monitored on a week by week basis. Therefore, student progress issues will be managed in a timely fashion during the module and throughout the programme.

37. Assessment information for students:
The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The framework for modular, postgraduate programmes;
- Information about students' progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University's policy on making adjustments to exam arrangements for disabled students.
- The code of practice relating to external examining (see also below)
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.

Please click here to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the 'Your University' handbook.

**Marking criteria:**
Each student's work in a module is assessed to provide an end-of-module grade that should represent work which typically has the characteristics described below (except for the thesis and for the DDP modules which are graded on a pass/fail basis):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent: 70-100%</td>
<td><strong>Excellent work.</strong> Originality of thought or approach; good coverage of topic; clear, in-depth understanding of material; exercise of critical judgement; very well written and directed.</td>
</tr>
<tr>
<td>Good: 60-69%</td>
<td><strong>Good work.</strong> Logical; thorough; factually sound; good understanding of material; exercise of critical judgement; well written and directed.</td>
</tr>
<tr>
<td>Pass: 50-59%</td>
<td><strong>Competent work.</strong> Essentially correct; some evidence of critical judgement; some weaknesses in expression/presentation.</td>
</tr>
<tr>
<td>Fail: 49% and below</td>
<td><strong>Inadequate or unsatisfactory work.</strong> Incomplete coverage of topic; evidence of poor understanding of material; Poor presentation; lack of coherent argument; Serious omissions; significant errors/ misconceptions;</td>
</tr>
</tbody>
</table>
Note: Further criteria are in place, which are specific to each category of assignment.

**Oral Examination**

The thesis will be assessed by an oral examination conducted by two examiners, as per the ordinance for the programme.

### 38. Student representation and feedback:

The principal channel for students to communicate with their colleagues and with staff will be, in keeping with the medium for programme delivery, the Internet. Each module delivered establishes a *virtual classroom* within which the module instructor will communicate with students to deliver module materials, receive coursework assignments, and facilitate class discussions. This mechanism automatically provides a framework for students to share concerns with their colleagues and with staff, either privately or publicly within the class. Other concerns can be raised privately via the student’s *Student Support Manager*. Each student is assigned for the duration of his/her studies to a Student Support Manager at Laureate Online Education, whose role includes that of acting as a personal tutor.

Additionally, there has been established a *staff-student forum* within the programme delivery software framework, i.e. in the form of email folders. Approximately one month before each meeting of the Board of Studies, this forum is opened for a period of one week. During this time, a group of student volunteers engage in a discussion with representatives of Laureate Online Education and the e-Learning Unit. The debate is viewable by all students, who can contribute comments and suggestions in a separate folder. At the end of the week, a summary of conclusions reached is drawn up for presentation to the Board of Studies. Outcomes from the Board of Studies or otherwise, are posted in an online announcements folder, which may also be used by staff to make other announcements of a general nature.

Feedback on the delivery of individual modules is provided by the issue of a questionnaire to all students; questionnaires are circulated via email. A summary of the questionnaire returns is given to the module instructor, who is asked to comment on this and any other issues arising in the delivery of the module, in the form of a report with prescribed headings. This report is further augmented by comments from a member of staff at the e-Learning Unit (the *module monitor*). Each module delivery is reviewed by the Board of Studies, which is provided with the composite module report, and, when appropriate, the questionnaire summary. An overall summary of student feedback is also presented for consideration at each meeting of the Board of Studies. These reports are also made available to the Board of Examiners.
39. **Status of Professional, Statutory or Regulatory Body Accreditation:**

NA

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**Part G: Diversity & Equality of Opportunity and Widening Participation**

40. **Diversity & Equality of Opportunity and Widening Participation:**

The programme design, structure and content are consistent and compliant with the University's Diversity and Equality of Opportunity Policy.

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**ANNEX 1**

Annex Of Modifications Made To The Programme

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
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