

# Henley Business School

## Henley Executive MBA

For students entering from 2011 onwards



Awarding Institution:	The University of Reading
Teaching Institution:	Henley Business School at the University of Reading
Faculty:	Henley Business School
Programme length:	24 months
Date of specification:	12th July 2010
Programme Director:	Keith Heron
Board of Studies:	School of Management, Greenlands
Accreditation:	AACSB, AMBA, EQUIS

### Summary of programme aims

The Henley MBA programme aims to **prepare programme members for senior leadership positions** by:

1. Developing a **strategic, holistic and integrated perspective** of business, organisations and management.
2. Developing knowledge and understanding of current and pervasive issues in business and management through access to **thought leadership** and **leading edge practice**.
3. Developing the knowledge, understanding and skills for management and leadership around three core themes:
  - **Choices:** that management and leadership is about making the right choices – both personal and organisational
  - **Values:** that character and integrity are as important as capability for managers and leaders
  - **Critical thinking:** that effective management and leadership require both innovative and critical thinking
4. Providing **personal development opportunities** to help programme members develop their management capabilities, their capacity for and commitment to continuous learning, and their capability to work in and to lead teams in different situations.
5. Integrating theory and practice through an approach to assessment that combines academic rigour with practitioner relevance **through work-based assignments, examinations and a research-based management project**.

### Transferable skills

The Henley Executive MBA (EMBA) is intended for middle to senior managers who wish to have an intensive learning experience whilst remaining in their current employment.

- It is designed to help programme members develop their management competencies by working alongside other experienced managers from a diverse range of organisations. It enables them to improve their effectiveness and maximise their contribution to their current and future organisation.
- This internationally focused programme is conducted together with our partners in three continents: Asia, Europe and Africa. Programme members are encouraged to think strategically about business and management in a global context, whilst working alongside local organisations in the countries they visit.

## Henley Executive MBA – Programme Specification

- This is a highly participative programme, which combines personal learning and group work. It is delivered in a format that is based around a learning journey for participants which integrates aspects of personal development that focus on individual and collaborative learning in both the teaching and assessment process. Participants are supported in their learning by both a subject tutor and a dedicated personal tutor. In addition they receive personal developmental coaching alongside the delivery of the MBA.

The Executive MBA is delivered in part-time mode being ideally structured to allow participants to connect their learning to their own organisation as well as to current global, international and organisational issues. Over the 24 month schedule of programme activities, there are opportunities to apply the learning from the MBA into the programme member's own organisation. There are two international study visits (one each in year 1 and year 2) in which programme members can engage with global and international managerial issues and stakeholders via programme activities undertaken overseas. The programme also aims to deliver personal development through group and individual mentoring and coaching, facilitated team work and structured personal development inputs.

### Programme content

Stage	Module Code	Module Title	Credits	Level
1	MKM1MPP	<i>Managing People and Performance*</i>	20	7
1	MKM1MPSP	<i>Managing Projects, Systems and Processes*</i>	20	7
1	MKM1FR	<i>Managing Financial Resources</i>	20	7
1	MKM1PD1	<i>Personal Development 1</i>	0	7
1	MKM1PD2	<i>Personal Development 2</i>	0	7
2	MKM2SIB	<i>Strategy and International Business*</i>	20	7
2	MKM2CFG	<i>Corporate Finance &amp; Governance*</i>	20	7
2	MKM2STMK	<i>Strategic Marketing*</i>	20	7
2	MKM2PD3	<i>Personal Development 3</i>	0	7
3	MKM3LC	<i>Leadership and Change</i>	10	7
3	MKM3RR	<i>Reputation and Responsibility</i>	10	7
3	MKM3MNI	<i>Manager as Investigator</i>	5	7
3	MKM3MC	<i>Management Challenge</i>	35	7

\* indicates those modules with elective pathways

Modules comprise a module core, and in some modules, additional elective pathways. The module core addresses the fundamental topics within the subject area whilst the elective pathways provide opportunity for programme members to engage in deeper study of specific topics and contexts within the overall subject area.

### Part-time study arrangement

The EMBA is undertaken over 24 months with teaching sessions of three to four days' duration arranged across weekend periods. The programme consists of approximately 66 teaching days across 21 individual workshops (about one every month) held at the Greenlands campus of Henley Business School, as shown in Appendix 1.

### Registration

Programme members are registered to complete each Stage within eight months. Those registered for Postgraduate Diploma have a maximum of 20 months to complete Stages 1 and 2. On successful completion, they may move on to the MBA and receive an additional 16 months' registration. Those registered for an MBA from the outset receive 36 months' registration. At the end of the MBA programme members may, subject to satisfactory progress, apply for a further 6 months' registration

at an additional cost. Programme members will be de-registered if they do not complete their chosen programme within the allotted registration time.

### **Progression requirements**

Programme members must pass each assessment in a module with a minimum pass mark of 50%. It is expected that each module's assessment is passed, and all the modules in each stage are completed to permit entry to the next stage of the MBA. All personal development assessment must be submitted in order to progress. A programme member may be withdrawn due to lack of progression which is at the discretion of the programme director. Progression is managed by programme managers and administrators and by the encouragement of personal tutors and peer learning groups. Regular attendance at workshops is a core support to progression. Consistently poor attendance will be discussed by the programme director with the programme member.

One re-sit is permitted in each stage.

Members registered on the Postgraduate Diploma may not proceed to Stage 3 without first completing all assessment at Stages 1 and 2.

The following form the options for assessment used in the Executive MBA:

- Individual or group assignments or projects for all subjects, which may cover single subject areas or integrate two or more subject areas, and which cover both the module core and elective pathway, where applicable.
- Two examinations: one in Stage 1 and one in Stage 2, which cover the module core. Personal Development and Stage 3 subjects are not examined.
- A Management Challenge, which is an individual research project most often undertaken within the programme member's own organisation. The Manager as Investigator is a research methods module and an integral part of this project and leads to the development of a mandatory proposal for the Management Challenge.
- Personal development – formative but has a required assessment involving personal development planning and review as well as reflections on learning.

### **Submission of assignments**

Where assignments are submitted late, and without the permission of the programme director, penalties can be applied. For assignments up to five working days late, a maximum reduction should be made of 10 marks. For assignments later than this date then the maximum attainable mark will be capped at 50%. If the deduction of 10 marks for assignments up to five working days late would result in a mark of less than 50% then the submission will be capped at 50%.

### **Summary of teaching and assessment**

Assessment of knowledge and understanding outcomes and behavioural skills will be achieved via both summative and formative assessment and additionally through the personal development process that accompanies the academic learning journey.

The assessment of personal development will be formative in nature and is a required submission. Programme members will complete a personal development plan at the start of each Stage of the MBA. They will complete a review and reflection on their learning. Personal Tutors will provide developmental assistance and feedback to programme members.

This MBA programme has an approach to teaching and learning that is appropriate to a part-time mode of study, whilst reflecting the distinctive emphasis of Henley.

Methods typically associated with learning transmission:

- Lectures and presentations: face to face or online with digital support materials

- Self-study: directed and self-directed, online using web-based resources or with electronic or paper-based materials

Methods associated with transactional or transformational approaches to learning:

- Research
- Collaborative learning
- Case studies
- Problem-based learning
- Study visits
- Placements and consultancy assignments
- Debates
- Simulations

Attendance at the regular teaching workshops is highly recommended. This regular teaching programme is the backbone of the learning process for the Henley Executive MBA whilst also providing a supportive atmosphere for the working manager. This represents approximately 40% of the total study hours. On-line learning resources extend the classroom interaction, providing resources that outline core theory and content or provide supplementary activities to embed learning. Text based resources will be interspersed with multi-media materials containing video and audio files that include case examples from industry and individual organisations. On-line resources will be made available at the start of a module. To get full value from face-to-face events, participants are expected to familiarise themselves with the relevant study material before attending. In addition there will be further suggestions for directed and self-directed study after workshops.

#### *For Masters Degrees*

To attain the MBA programme members must gain a mark of at least 50% or more in each assessment including a mark of 50% or more for Management Challenge.

Members may exit Stage 1 with a Postgraduate Certificate and Stage 2 with a Postgraduate Diploma.

### **Admission requirements**

All candidates for the Executive MBA are interviewed as part of the admissions process. To qualify for entry to the programme, applicants must fulfil the core requirements outlined below:

- Hold a 2.1 or higher degree from a British University, or its equivalent
- Have at least three years' management experience
- Applicants without a first degree from a British University, or its equivalent, may be accepted onto the MBA programme subject to at least 5 years management experience

Management experience will be evidenced by at least three out of the following list of seven types of managerial activity (not in any order of priority):

1. An involvement in strategic planning and decision-making that affects events beyond standard operational activities.
2. A responsibility for co-ordinating the work of others in a team.
3. A responsibility for meeting financial targets that rely on the efforts of more than one person.
4. A requirement to structure and order ones own work activities over a period of more than one month to solve problems and deliver results.
5. A defined responsibility for improving the performance of people, processes and technology.
6. A role that primarily achieves results through influencing others rather than through direct authority.
7. An experience of working internationally or of relevant multi-cultural exposure.

Under the category of equivalent qualifications are degrees from recognised international universities and a number of professional/vocational qualifications.

Candidates whose first language is not English must normally pass one of a number of prescribed English Language tests.

Applications from candidates who do not meet the normal entry qualifications go before an Admissions Panel. In such cases the Admissions Panel will consider all of the relevant evidence including the applicant's age, seniority, responsibilities, qualifications, career progression, references and the overall quality of the application. All such 'non-standard' applicants, whom the Admission Panel permits to be registered on the programme, are so identified as to enable their academic progress to be specifically monitored.

Permitted exemptions are shown at Appendix 2. Requests for exemptions are only considered at the time of application to join the programme.

Admissions Tutor: The programme director is responsible for final admissions.

### **Support for students and their learning**

Henley Business School provides a range of support for programme members and their learning. The Academic Resource Centre is the School's on-site information resource, holding an extensive and carefully selected collection of print and electronic resources. It is complemented by the online Learning Resource Centre, which provides remote access to a wide range of items, including business and management databases, reading lists, the Academic Resource Centre catalogue, online dissertations and MBA resources. IT resources in the Library are enhanced by the IT resources across campus.

The HenleyConnect portal is the virtual learning environment supporting students studying on the Henley MBA programme. It is designed to allow programme members to work together and as individuals in a single online workspace and contains MBA learning materials as well as links to materials within the Learning Resource Centre.

Pastoral care is provided from several sources but a key part is played by Personal Tutors. Each student is allocated a Personal Tutor, who has a number of roles including the provision of pastoral support to help them overcome any personal obstacles they encounter in the learning process, typically around work-life balance issues. Personal tutors also support the Personal Development element of the Henley MBA. In addition students are able, where necessary, to access some of the support services of the wider University, such as the Disability Office and the Study Advisors.

### **Career prospects**

Programme members on the Executive MBA programme remain in employment for the duration of the programme. Career guidance is available at Henley Business School on the Greenlands site with the main aim of allowing networking between programme members and the corporate links at the business school. Programme members who are sponsored by their employer must obtain permission before taking advantage of this service.

### **Opportunities for study abroad or for placements**

This programme has two international study trips as part of the programme. No further opportunities for placements are possible due to the employed status of the programme member.

### **Educational aims of the programme**

The programme aims to provide the programme member with the opportunity to develop a thorough understanding of the theory and practice of the management of organisations across a range of contexts including profit-base business, not-for-profit organisations, government and public sector. The specific programme outcomes are presented below.

**Programme Outcomes**

**Knowledge and Understanding**

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. <b>The impact of contextual forces on organisations</b> including the historical development and purpose of organisations; legal systems; ethical, economic, environmental, social and technological change issues; international developments; corporate governance</li> <li>2. <b>The role of the manager in organisations;</b> leadership roles and styles; leading and implementing major change; key dilemmas and choices of management and ethical leadership, including the management and development of people and HRM</li> <li>3. <b>The concepts and processes in core business areas,</b> including:             <ul style="list-style-type: none"> <li>• the production and marketing of goods and/or services</li> <li>• the management of resources and operations including the use of information systems</li> <li>• the financing of the business enterprise or other forms of organisations; sources, uses and management of finance</li> <li>• use of accounting for managerial and financial reporting applications; corporate finance</li> <li>• the financial implications of strategic decisions, and their impact on corporate governance</li> </ul> </li> <li>4. <b>The principles and applications of a range of research methods/techniques,</b> both qualitative and quantitative, and an understanding of their strengths and limitations for providing information and evaluating options in an uncertain organisational environment</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Methods typically associated with learning transmission:</p> <p>Lectures and presentations: face to face or online with digital support materials              Self-study: directed and self-directed, online using web-based resources or with CD-ROM or paper-based materials</p> <p>Methods associated with transactional or transformational approaches to learning:</p> <p>Research              Collaborative learning              Case studies              Problem-based learning              Study visits              Placements and consultancy assignments              Debates              Simulation</p> <p><i>Assessment</i></p> <p>Each module contains an element of subject-specific knowledge and understanding. Please see Appendix 1 for a summary of the assessments pertaining to each module.</p>
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## Cognitive and Intellectual Skills

<p><b>B. Cognitive and Intellectual skills.</b> Demonstrate:</p> <ol style="list-style-type: none"><li>1. <b>Numeracy and business research skills:</b> including the use of models of business situations and ability to conduct research into business and management issues with the minimum of guidance.</li><li>2. <b>Analytical and critical thought:</b> with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively</li><li>3. <b>Synthesis:</b> with critical awareness can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline of management</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Methods typically associated with learning transmission:</p> <p>Lectures and presentations: face to face or online with digital support materials Self-study: directed and self-directed, online using web-based resources or with CD-ROM or paper-based materials</p> <p>Methods associated with transactional or transformational approaches to learning:</p> <p>Research Collaborative learning Case studies Problem-based learning Study visits Placements and consultancy assignments Debates Simulation</p> <p><i>Assessment</i></p> <p>Each module contains an element of building intellectual skills, with the Management Challenge being a critical assessment of skills related to synthesis and analysis. Please see Appendix 1 for a summary of the assessments pertaining to each module.</p>
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<p><b>C. Practical skills</b> – able to:</p> <ol style="list-style-type: none"> <li><b>1. Work collaboratively and effectively in a group:</b> both as a team member and leader, clarifying tasks, recognising and making best use of the capabilities and contributions of others, to gain maximum group performance, team selection, delegation, development and management, handling conflict with confidence, sensitivity to the value of diversity</li> <li><b>2. Demonstrate self-awareness and evaluation:</b> is an independent and self-critical learner, aware of their impact on others and is reflective on own and others’ functioning in order to improve practice and continuing professional development</li> <li><b>3. Learning:</b> is able to use the full range of learning resources and learns through reflection on practice and experience in both face-to-face and virtual learning contexts</li> <li><b>4. Mastery in managerial communication:</b> listening, negotiating and persuading or influencing others; oral and written communication, using a range of media, including the preparation of business reports, in academic and professional environments with a range of specialists and people at different levels of the organisations</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Methods typically associated with learning transmission:</p> <p>Lectures and presentations: face to face or online with digital support materials          Self-study: directed and self-directed, online using web-based resources or with CD-ROM or paper-based materials</p> <p>Methods associated with transactional or transformational approaches to learning:</p> <p>Research          Collaborative learning          Case studies          Problem-based learning          Study visits          Placements and consultancy assignments          Debates          Simulation</p> <p>Over the course of the programme, face-to-face learning events directed at practical skills will use a mix of the following active learning techniques:</p> <ul style="list-style-type: none"> <li>• Socialisation processes</li> <li>• Team-based and individual problem solving</li> <li>• Case study analyses</li> <li>• Inquiry &amp; problem-based learning</li> <li>• Guest speakers</li> <li>• Debates</li> <li>• Simulation and role-play activities</li> <li>• Own organisation based consultancy style projects and assignments</li> <li>• Panel discussions</li> <li>• Conferences</li> <li>• Personal reflection and coaching sessions</li> </ul> <p><i>Assessment</i>          Each module contains an element of building practical skills, and in particular the personal development module focuses on a variety of such skills. Please see Appendix 1 for a summary of the assessments pertaining to each module.</p>
<p><b>Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from members, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.</b></p>	



## Appendix 1

## Detailed Outline of Study Hours, Contact Days and Assessments for Henley Executive MBA

	Programme Element	Study hours	Indicative Contact Days (Henley Based)	Weighting %	Assessment Requirement
Stage 1	MBA Starter Workshop Personal Development		3		Individual Report PD1
	Managing People and Performance	200	6	20	Individual Report
	Managing Projects, Systems and Processes	200	6	20	Individual Report
	Managing Financial Resources	200	6	20	Individual Report and Group presentation
	Examination 1		1	40	3 Subjects (MPP, MPSP, FR)
	Personal Development	**	1		Individual Report PD2
	<b>Total for Stage 1</b>	<b>600</b>		<b>100</b>	
Stage 2	Strategic Marketing	200	7	60	Group report
	Strategy and International Business	200	7		Group presentation
	Corporate Finance and Governance	200	7		Individual Report: New Venture Project (NVP)
	Examination 2		1	40	3 Subjects (STMK, SIB and CFG)
	Personal Development	**	1		Individual Report PD3
<b>Total for Stage 2</b>	<b>600</b>		<b>100</b>		
Stage 3	Leadership and Change	100	3	16.5	Group presentation and Individual Report
	Reputation and Responsibility	100	3	16.5	Group and Individual Reports
	Manager as Investigator	50	3 including Management Challenge		Proposal for Management Challenge
	Management Challenge	350		26.6	Individual Report
<b>Total for Stage 3</b>	<b>600</b>		<b>100</b>		

\*\* 6% of module study hours is allocated to PD

## Appendix 2

### Exemptions

#### 1. Professional bodies

Holders of full membership of the following professional accounting bodies may be granted exemption from the **Managing Financial Resources** module:

Association of Chartered Certified Accountants  
Institute of Chartered Accountants in England and Wales  
Institute of Chartered Accountants in Scotland  
Institute of Cost and Executive Accountants  
Association of International Accountants  
Chartered Institute of Management Accountants  
Chartered Institute of Public Finance & Accountancy

Requests for exemptions are only considered at the time of application to join the programme.

**When granted, applicants will not need to submit the individual assignment for that subject but must sit the whole of the examination at the end of Stage 1. For this reason programme members receive all materials. No fee reduction will be made.**