

**Executive MBA (Henley based) (part-time)
For students entering in 2014/5**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Henley Greenlands
Programme length:	21 months
Date of specification:	16/Sep/2014
Programme Director:	
Programme Advisor:	
Board of Studies:	Post-Experience Postgraduate Programmes
Accreditation:	AACSB, AMBA, EQUIS

Summary of programme aims

The Henley Executive MBA programme aims to **prepare programme members for senior leadership positions in organisations 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: management and leadership are about making the right choices - both personal and organisational
- Values: character and integrity are as important as capability for managers and leaders
- Critical thinking: both innovative and critical thinking are required for effective management and leadership
- 4. Providing personal development opportunities to help programme members develop their management capabilities, their capability to work in and to lead teams in different situations, and their capacity for and commitment to continuous learning,
- 5. Integrating theory and practice by an approach to assessment involving work-based assignments, examinations and a research-based management challenge that combines academic rigour with practitioner relevance

Transferable skills

The Henley MBA aims to develop the following skills throughout the Programme:

- 1) To conduct rigorous and relevant research into business and management issues
- 2) To develop skills in creative and critical thinking including analytical thinking, the ability to synthesise information and the ability to analyse quantitative and qualitative data
- 3) To develop skills in managerial communication including listening, influencing others and in using oral and written communication in a wide range of contexts and using a range of media
- 4) To work collaboratively and effectively in a group both as team leader and team member
- 5) To demonstrate self-awareness as an independent, reflective and self-critical learner in a wide range of learning contexts and to be able to apply learning to new situations
- 6) To develop capabilities to integrate knowledge and information across different internal and external business contexts

Programme content

Stage 1

MNM1LPD1	Leadership and Personal Development	0	7
MNM1MPS	Managing Processes and Systems	18.3	7
MNM1FR	Managing Financial Resources	23.4	7
MNM1MP	Managing People	18.3	7
*	Research Skills	0	7
MNM1PD2	Personal Development 2	0	7

Stage 2

MNM2STR	Strategy	15	7
MNM2IB	International Business	15	7
MNM2STM	Strategic Marketing	15	7
MNM2RR	Reputation and Responsibility	15	7
MNM2PD3	Personal Development 3	0	7

*	Research Skills	0	7
Stage 3			
	MNM3LC Leadership and Change	10	7
	MNM3EA Elective Choice A - Module	10	7
	MNM3EB Elective Choice B - International Study Visit	10	7
	MNM3RS Reseach Skills	0	7
	MNM3MRC Management Research Challenge:MRC Choice A: DissertationORMRC Choice B: Integrated Business Project	40	7
*	Personal Devlopment 4 (Formative Assesment)	0	7

* There is no module code as this has no summative assessment, only formative

There are nine core modules and one elective module. The core module addresses the fundamental topics within the subject area. The elective module has two options: Option A provides an opportunity for programme members to select a topic from a pool of elective modules that will enable them to engage in deeper study of specific topics and contexts within the core subject area. Option B offers an opportunity to go on an International Study Visit organised by Henley Business School or one of its International Network Partners. There is one compulsory international study visit embedded into the Reputation and Responsibility module in which programme members can engage with global and international managerial issues and stakeholders via programme activities undertaken overseas. There is a second optional study trip to China which may be linked to an Elective module in Stage 3 of the Programme. The programme also aims to deliver personal development through group and individual mentoring and coaching, facilitated team work and structured personal development inputs.

Registration

Programme members are scheduled to complete Stage 1 within 8 months, Stage 2 within 7 months and Stage 3 within 6 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.

Part-time or modular arrangements

The Henley Executive MBA (EMBA) is completed in a 21 months teaching schedule with teaching sessions normally of three or four days' duration arranged across weekend periods. The programme consists of 55 teaching days including the Study Visit, with teaching sessions (excluding the Study Visit) held at the Greenlands campus of Henley Business School, as shown in Appendix 1. The Leadership and Personal Development workshop is compulsory.

The EMBA is intended for experienced middle to senior managers who wish to have an intensive, challenging and developmental 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 is a highly participative programme, which combines personal learning and collaborative group working and learning in both the teaching and assessment processes. Participants are supported in their learning by both a subject tutor and by a dedicated personal tutor and also receive personal developmental coaching alongside the delivery of the MBA.
- Programme members are encouraged to think strategically about business and management in a global context and Study Visits provide opportunities to work alongside local organisations in different international contexts.
- The EMBA is delivered in a taught part-time mode which allows participants to apply their learning from the MBA programme to their own organisation throughout the Programme as well as to connect with current global, international and organisational issues.
- Regular attendance at workshops is considered essential to progression on the Programme and consistently poor attendance will be discussed by the Programme Director with the programme member. Members registered on the Postgraduate Diploma may not be registered on the MBA for Stage 3 until first completing the Postgraduate Diploma.

Progression requirements

Programme members must pass each module with a minimum mark of 50%. All modules are regarded as being of special significance. It is normally expected that all the modules in each stage are completed prior to entry to the next stage of the MBA. Progression is managed by the Programme Area Manager and Administrators and by

the encouragement of personal tutors and peer learning teams. All Personal Development assessment must be passed in order to progress. A programme member may be withdrawn due to lack of progression, which is at the discretion of the Programme Director.

Programme members who fail to achieve a 50% pass mark are permitted one re-sit/resubmission per module at an appropriate point in the programme schedule and no later than 6 months from the first assessment. Requests for extensions will be based on provision of evidence for extenuating circumstances.

Re-sits or resubmissions will be capped at 50% at module level. The Examinations and Assessments Office will advise programme members when a re-sit and resubmission is required. The normal procedure on extenuating circumstances will apply to those seeking an extension for a re-sit or resubmission. If a programme member does not resubmit or re-sit within 6 months of the first assessment without an agreed extenuating circumstance a mark of zero will be awarded for that assessment.

Programme members who fail to achieve a 50% pass mark on a module that is assessed via multiple modes of assessment will be re-assessed by a single mode of assessment, where an examination forms part of the original assessment, the single mode of re-assessment shall be a re-sit of the exam. In this case the re-sit exam mark will count as an overall module mark and will be capped at 50%.

Where a presentation or group report forms part of the original assessment, the single mode of re-assessment shall be the individual written report.

Programme members registered on the Postgraduate Diploma may not be registered on the MBA for Stage 3 until first completing the Postgraduate Diploma requirements.

Summary of Teaching and Assessment

Mark Interpretation

70 - 100% Distinction

60 - 69% Merit

50 - 59% Good standard (Pass)

Failing categories:

40 - 49% Work below threshold standard

0 - 39% Unsatisfactory Work

Further information on the classification conventions, including borderline criteria, is available at <http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx>

For a Master's Degree:

To qualify for a Distinction, programme members must gain an overall average of 70 or more over 180 credits and a mark of 60 or more for the Management Research Challenge

To qualify for a Merit, programme members must gain an overall average of 60 or more over 180 credits and a mark of 50 or more for the Management Research Challenge

To qualify for a Pass, programme members must gain an overall average of 50 or more over 180 credits and a mark of 50 or more for the Management Research Challenge

For a Postgraduate Diploma

To qualify for a Distinction, programme members must gain an overall average of 70 or more over 120 credits.

To qualify for a Merit, programme members must gain an overall average of 60 or more over 120 credits

To qualify for a Pass, programme members must gain an overall average of 50 or more over 120 credits.

For a PG Certificate

For the Postgraduate Certificate, Programme Members must gain an overall average of 50 or more over 60 credits.

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

The following options for assessment are used in the Henley Executive MBA:

- Each module is assessed either through an individual or group assignment, or a written examination, or a combination of an examination and assignment. Modules may have multiple assessments made up of the above.
- Assignments are typically based on member's own choice of organisation, predominantly the one for which they are working.
- There is an examination at the end of Stage 1 covering the content of the 3 core modules MPS, MFR and MP. There is also assessed coursework for each of these modules.

- Modules in Stage 2 and Stage 3 are assessed through coursework only.
- Personal Development is assessed through coursework which provides formative assessment and which is required for progression on the Programme
- At Stage 3, the Management Research Challenge gives programme members the option to choose either an Academic Dissertation or an Integrated Business Project. The integrated Business Project is an independent piece of practice-based research in business or management most often undertaken within the programme member's own organisation. The Dissertation is an original piece of academic research in an area of business or management.

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 but 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.

The assessment of research skills will be formative in nature at Stages 1 and 2 and at Stage 3 is assessed by the proposal for the Management Research Challenge. All assessments must be completed to ensure progression throughout the programme.

The following learning methods are employed on the Programme:

- Workshops involving interactive 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
- Research
- Collaborative learning
- Case studies
- Problem-based learning
- Study visit
- Placements and consultancy assignments
- Debates
- Simulations

Attendance at the regular teaching workshops is expected since the regular teaching

Admission requirements

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
- Under the category of equivalent qualifications are degrees from recognised international universities and a number of professional/vocational qualifications.
- An interview may be required as part of the admissions process.

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 one's 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.

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 may 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.
Admissions Tutor: the Programme Director is responsible for final admissions.

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Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

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 Blackboard portal is the virtual learning environment supporting Programme Members 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 and provide support to the learning teams. In addition Programme Members 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.

Opportunities for study abroad or for placements

This programme has one international study trip which is linked to the assessment of the Reputation and Responsibility module. Programme members can also attend an optional study visit which may be linked to an Elective in Stage 3.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

The impact of contextual forces on organisations including the historical development and purpose of organisations; legal systems; ethical, economic, environmental, social and technological change

Teaching/learning methods and strategies

Methods typically associated with learning transmission:
Lectures and presentations: face to face or online with digital support materials

issues; international developments; corporate governance

The role of the manager in organisations; 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

The concepts and processes in core business areas, including:

- the production and marketing of goods and/or services
- the management of resources and operations including the use of information systems
- the financing of the business enterprise or other forms of organisations; sources, uses and management of finance
- use of accounting for managerial and financial reporting applications; corporate finance
- the financial implications of strategic decisions, and their impact on corporate governance

The principles and applications of a range of research methods/techniques, both qualitative and quantitative, and an understanding of their strengths and limitations for providing information and evaluating options in an uncertain organisational environment

Self-study: directed and self-directed, online using web-based resources or with CD-ROM 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
- Simulation

Assessment

Each module contains an element of subject-specific knowledge and understanding.

Skills and other attributes

B. Intellectual skills - *able to:*

Numeracy and business research skills: including the use of models of business situations and ability to conduct research into business and management issues with the minimum of guidance.

Analytical and critical thought: with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively

Synthesis: with critical awareness can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline of management

Teaching/learning methods and strategies

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 CD-ROM 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
- Simulation

Assessment

Each module contains an element of building intellectual skills, with the Management Challenge being a critical assessment of skills related to synthesis and analysis.

C. Practical skills - *able to:*

Work collaboratively and effectively in a group: both as a team member and leader, clarifying tasks, recognising and making best use of the capabilities

Teaching/learning methods and strategies

Methods typically associated with learning transmission:

Lectures and presentations: face to face or online

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

Demonstrate self-awareness and evaluation: 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

Learning: 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

Mastery in managerial communication: listening, negotiating and persuading or influencing others; oral and written communication, using a range of media, including the preparation of business reports, in academic and professional environments with a range of specialists and people at different levels of the organisations

with digital support materials

Self-study: directed and self-directed, online using web-based resources or with CD-ROM 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
- Simulation

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:

- Socialisation processes
- Team-based and individual problem solving
- Case study analyses
- Inquiry & problem-based learning
- Guest speakers
- Debates
- Simulation and role-play activities
- Own organisation based consultancy style projects and assignments
- Panel discussions
- Conferences
- Personal reflection and coaching sessions

Assessment

Each module contains an element of building practical skills, and in particular the personal development module focuses on a variety of such skills.

D. Transferable skills - able to:

Teaching/learning methods and strategies

Assessment

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 students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.