

**HENLEY BUSINESS SCHOOL
PROGRAMME SPECIFICATION - HENLEY EXECUTIVE FULL-TIME MBA**

1. (iv) The Henley Executive MBA Programme Information					
1.A. Awarding Institution <i>Henley Business School</i>	1.B. Teaching Institution <i>Henley Business School</i>	1.C. Programme accredited by <i>AACSB, EQUIS, AMBA</i>	1.D. Final Award <i>MBA</i>	1.E. UCAS Code	1.F. QAAHE Benchmark Group <i>Business and Management</i>
1.G Programme Description					
<p>The Henley Executive MBA is a post-graduate qualification programme for experienced and practising managers to prepare them for senior leadership positions. It seeks to develop managers to make the right choices for themselves, their organisations and the society in which their organisations exist. It recognises that character and integrity is as important as capability.</p> <p>Managers deal with dilemmas and choices. In making decisions, managers must employ critical and creative thinking as well as ethical principles to synthesise the apparently divergent aspects of a situation and avoid the undesirable possibilities that may ensue. Managers must make choices that are right for the context in which they find themselves. The Henley Executive MBA recognises that the context of management is changing rapidly. Technological innovation and global connectivity have led to greater organisational complexity and a reduction in organisational hierarchies with fewer managers. People are more mobile and have changing expectations for themselves, their colleagues and their organisations.</p> <p>The Henley Executive MBA provides a rigorous grounding in the disciplines of management and access to thought leadership and leading edge practice, with opportunities for personal development. It is international in scope and in content and offers an engaging and innovative learning process that blends face-to-face and virtual learning and collaboration with independent study. The learning and teaching process is intensive and challenging and programme members will be expected to undertake structured, guided and autonomous learning.</p> <p>The Executive Full-time MBA (EFTMBA) is an intensive and international MBA programme.</p> <ul style="list-style-type: none"> • It is designed to help students develop their international management competencies. It enables them to improve their effectiveness and maximise their contribution to an organisation whilst also helping them to achieve their career potential. • This international programme is conducted together with our partners in three continents: Asia, Europe and Africa. Students on the programme are encouraged to think strategically about business and management in a global context. • This is a highly participative programme, which combines personal learning and group work. It emphasises personal development but uses individual and team based assessment. 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. <p>The MBA in full-time mode is ideally structured to allow participants to connect their learning to current global, international and organisational issues. Over the eleven-month schedule of programme activities, there are opportunities to engage global and international managerial issues and stakeholders in programme activities that include three overseas study visits. The programme also aims to deliver personal development through group and individual mentoring and counselling, career guidance, facilitated team work and structured personal development inputs.</p>					

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2. Educational Aims of the Programme

The Henley Executive 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 requires 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 practical research project**

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The educational aims are achieved through the following 3-Stage structure:	Which delivers the three major categories of learning outcomes:
<p><i>Stage 1 600 hrs – ‘Managing the organisation’</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Dynamics of Mgt 100 hrs</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 30%;">Managing People & Performance 150 hrs</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 30%;">Managing Processes, Systems & Projects 150 hrs</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 30%;">Managing Financial Resources 200 hrs</div> </div> <div style="text-align: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">Exam 1</div> </div> <hr/> <p><i>Stage 2 600 hrs – ‘Making business choices’</i></p> <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 20%;">Global Business Environment 100 hrs</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 20%;">Strategic Marketing 150 hrs</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 20%;">Corp Fin & Governance 150 hrs</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 20%;">Strategic Direction 150 hrs</div> </div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">Exam 2</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">Exam 3</div> </div> <div style="text-align: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">Elective 1 50 hrs</div> </div> <hr/> <p><i>Stage 3 600 hrs – ‘Making a difference’</i></p> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40%;">Leadership and Change 100 hrs</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40%;">Reputation & Relationships 50 hrs</div> </div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 30%;">Elective 2 50 hrs</div> </div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40%;">Manager as Investigator 50 hrs</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40%;">Management Challenge 350 hrs</div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Note: This diagram to show Personal Development running through programme, Stage titles, e.g. Postgraduate Cert, and PD assessment</i></p> </div>	<p>By following the programme structure outlined on the left participants have the opportunity to develop a variety of skills and expertise, which fall into three major categories. The detail of these categories is outlined in Section 4.</p> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>A. Knowledge and understanding A comprehension of the body of theory, expertise and experience in a specific topic area</p> </div> <div style="width: 45%;"> <p>B. Cognitive and Intellectual Skills Proficient use of the mental skills required to interpret knowledge and understanding in different contexts through a soundly reasoned and justifiable approach to action</p> </div> </div> <div style="text-align: center; margin: 20px 0;"> </div> <div style="width: 45%; margin-top: 20px;"> <p>C. Behavioural skills The means through which individuals practically apply transferable skills, knowledge and understanding to realise and improve the approach to action they justified through cognitive and intellectual skills.</p> </div>
<p>This process requires a minimum of 1800 study hours.</p>	

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<p>3. The programme/ module provides opportunities for programme members to achieve the following outcomes:</p>	<p>3.i The following general teaching, learning and assessment strategies are used to enable programme members to achieve and demonstrate these outcomes:</p>
<p><i>A. Knowledge and understanding:</i></p> <p>1. Graduates will have a deep and systematic understanding of knowledge relating to organisations, their external context and management. They will be able work with theoretical, research-based and relevant knowledge at the forefront of the management discipline. In particular, graduates will demonstrate their knowledge and understanding in the following areas:</p> <ul style="list-style-type: none"> i. The impact of contextual forces on organisations including the historical development and purpose of organisations; legal systems; ethical, economic, environmental, social and technological change issues; international developments, corporate governance. ii. 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. iii. Markets and customers; the development and operation of markets for resources, goods, and services; expectations of customers and equivalent stakeholders iv. The concepts, processes and institutions in the production and marketing of goods and/or services; the management of resources and operations v. 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 and the financial implications of strategic decisions 	<p><i>Teaching and Learning Strategy</i></p> <p>The teaching and learning strategy for the Henley Executive Full-Time MBA programme will respond in particular to the following considerations:</p> <ol style="list-style-type: none"> 1. The nature and level of learning outcomes for the MBA programme The Henley Executive Full-Time MBA programme is a postgraduate-level programme that specifically seeks to develop knowledge and understanding of the terrain of management and also the ability to integrate and to apply that knowledge, to analyse problems, to synthesise knowledge, to produce new ideas and to evaluate methods and to draw conclusions. 2. The profile of Henley Executive Full-Time MBA learners Participants on the Henley Executive Full-Time MBA programme are experienced practising managers with diverse backgrounds and experiences, who work in a variety of industries and sectors 3. The School's Teaching and Learning Strategy, The distinctiveness of Henley is that: <ul style="list-style-type: none"> • It seeks to be a leader in the field of blended learning • It seeks to increase opportunities for collaborative learning and assessment • It seeks to build flexibility to tailor the learning experience of the needs of our clients • It focuses on consistency of outcome rather than commonality of content • It adopts a learner-centred approach, guiding learners from a dependent to an independent learning stance 4. The Mode of Study The teaching and learning strategy of the Henley Executive Full-Time MBA will be adapted to the particular mode of study for a Programme leading to an award of the Henley Executive Full-Time MBA, and to the needs of the learners undertaking a particular mode of study

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<p>vi. The management and development of people within organisations; organisational theory; behaviour, industrial/employee relations, HRM, change management</p> <p>vii. The development, management and exploitation of information systems and their impact on organisations</p> <p>viii. The use of relevant communication and information technologies for application in business and management within a global knowledge-based economy</p> <p>ix. The development of appropriate business policies and strategies within a changing context to meet stakeholder interests</p> <p>x. Corporate governance, value creation, and managing organisational reputation and stakeholder relationships</p> <p>xi. A range of contemporary and pervasive issues which may change over time: illustrative example include innovation, creativity, entrepreneurship, knowledge management, sustainability and globalisation</p> <p>xii. The uses and limitations of a range of research methods/techniques, both qualitative and quantitative, and an understanding of their strengths and weaknesses for providing information and evaluating options in an uncertain organisational environment</p>	<p>Given the level of the learner and levels of learning appropriate for the MBA programme, there will be limited emphasis on straightforward knowledge reproduction or comprehension, typically associated with transmission of knowledge, surface learning and behavioural activities.</p> <p>Each module on the programme and the programme itself will provide the participant with a learning journey the overall purpose of which will be to facilitate increasing learner autonomy and higher levels of learning. Throughout the programme as a whole there will be an increasing emphasis on first transactional and then transformational delivery in order to facilitate deep learning. The Henley Executive Full-Time MBA programme will develop skills of application and analysis and increasingly develop the ability to synthesise and to evaluate knowledge.</p> <p>The following table summarises this learning framework. The Henley Executive Full-Time MBA will increasingly focus on the aspects of learning in columns 2 and then 3, whilst recognising that there will be elements of all 3 columns in every module or Stage of the programme.</p> <p style="text-align: center;">Summary of Learning Framework</p> <table border="1" data-bbox="1037 983 2022 1329"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>Learner autonomy</td> <td>Procedural</td> <td>Personal</td> <td>Critical</td> </tr> <tr> <td>Level of learning (Bloom's Taxonomy)</td> <td>Comprehension Knowledge reproduction</td> <td>Analysis Application</td> <td>Evaluation Synthesis</td> </tr> <tr> <td>Learning approach</td> <td>Surface</td> <td>Strategic</td> <td>Deep</td> </tr> <tr> <td>Delivery method</td> <td>Transmission</td> <td>Transaction</td> <td>Transformation</td> </tr> <tr> <td>Learning Experience</td> <td>Attending Apprehending</td> <td>Investigating, Exploring, Discussing, Debating</td> <td>Experimenting, Practising, Articulating, Expressing</td> </tr> <tr> <td>Learning Activities</td> <td>Behavioural</td> <td>Scaffolded</td> <td>Constructivist</td> </tr> </tbody> </table> <p>The executive Full-Time MBA will facilitate the dissemination of knowledge through</p>		1	2	3	Learner autonomy	Procedural	Personal	Critical	Level of learning (Bloom's Taxonomy)	Comprehension Knowledge reproduction	Analysis Application	Evaluation Synthesis	Learning approach	Surface	Strategic	Deep	Delivery method	Transmission	Transaction	Transformation	Learning Experience	Attending Apprehending	Investigating, Exploring, Discussing, Debating	Experimenting, Practising, Articulating, Expressing	Learning Activities	Behavioural	Scaffolded	Constructivist
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	<p>a blend of activities. There is a strong emphasis on face-to-face 'teaching' and learning activities including lectures, case studies, debate, role-play and discussions & problem-based activities.</p> <p>The 'international' based faculty share their knowledge and understanding of business and management issues whilst highlighting the international dimension and also providing an emphasis on putting theory into practice.</p> <p>The face-to-face sessions are supported by materials that are disseminated through the e-learning platform, specified text books / readings from journals and learning activities, which support the group discussions, and activities designed to provide deeper understanding of the subject matter for each module of study.</p> <p>Where possible, the programme aims to make learning a collaborative experience, where the contributions of other course participants are highly valued by both course tutors and fellow participants</p> <p>In order to evaluate the relevance and practical application of the theory, students are expected to undertake some independent research to advance their own knowledge and understanding of the subjects.</p> <p>Students are encouraged to reflect upon their own experience in each of the subject areas, and to reflect on how the theories and models covered in the course material relate to their experience and how this may help them in the future. This reflection is also aided with the support of a personal development advisor.</p> <p>Through teaching, practical exercises, group and on-line activities students will be encouraged to explore the relationships between the various areas of knowledge covered in the programme, and to find the critical connections that positively affect business performance.</p> <p>Whilst on the programme students interact with companies around the world and have the opportunity to discuss, network, question and debate the key business issues and challenges facing each organisation they visit.</p>

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	<p>Company visits & interaction are a key component of the programme and enable students to analyse different working practices and management in action. They also enable students to study and experience international cultural differences from the USA to Africa, Europe and Asia.</p> <p>This is complemented by the involvement of company speakers who also share their practical business, management and governance experience with the students on the programme.</p> <p><i>Assessment strategy</i></p> <p>Assessment of knowledge and understanding outcomes, which relate to comprehension of the body of theory, expertise and experience in a specific subject area, will be continuous throughout the programme and will reflect the School's 'Philosophy and Principles of Assessment'. Assessment will seek test the acquisition of knowledge and understanding as well as its integration and application. It will provide a balance between formative and summative approaches, recognising the needs of the learner and the learning outcomes:</p> <ul style="list-style-type: none"> • Formative assessment is intended to provide opportunities for improvement, typically through feedback • Summative assessment contributes to the marks for a module, or the for programme as a whole <p>(NB some types of assessment may be purely formative, others purely summative, or may be a combination of both)</p> <p>Programme members will be assessed summatively throughout the programme by means of assignments or projects, examinations, and a research project, each of which has its own assessment purpose:</p> <ul style="list-style-type: none"> • Assignments or Projects: assess the development of subject knowledge and understanding, the application of that learning in relevant management contexts (typically the participant's own organisation) and where possible

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	<p>the integration of that learning across management disciplines. Assignments or projects will comprise 48% of the total marks for the Programme</p> <ul style="list-style-type: none"> • Examinations: assess subject knowledge and understanding under timed conditions where the particular questions asked are not known in advance. The examinations will comprise 27% of the total marks for the Programme • Management Challenge (research-based practitioner project): assesses knowledge and understanding relating to the research topic and to the chosen research methodology. It will also assess the participants' ability to undertake relevant business research. The Management Challenge will comprise 25% of the total marks for the MBA programme. <p>Formative feedback will be provided on assignments and the Management Challenge, but not on examinations.</p> <p>The Henley Executive Full-Time MBA programme will include three examinations, one Stage 1 and two in Stage 2, and a research-based project (the Management Challenge) in Stage 3. However, each particular MBA programme will be able develop the nature and format of the assignment or project component of assessment as appropriate to the particular mode of study. Further details of acceptable alternative forms of assessment in place of assignments and projects are provided in Section 7.</p> <p>Elements of oral group presentation assess the synthesis of understanding across the group, and how well candidates have internalised the learning, to the point that they can defend their verbal reasoning.</p> <p>Each student is expected to clearly show their individual contribution to the group, enthusiasm and to participate in the subsequent class discussions.</p> <p>Students are expected to demonstrate an understanding of the theories central to the subject area, a critical appreciation of their use, mutual interaction, and recognition of the key strengths, weaknesses, and complexities of the situations they encounter and study.</p>

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<p><i>B Cognitive and intellectual skills:</i></p> <ul style="list-style-type: none"> i. Critical thinking and creativity: managing creative processes in self and others; organising thoughts, identifying assumptions, evaluating statements in terms of evidence, detecting false logic or reasoning, identifying implicit values, defining terms adequately, and generalising appropriately ii. Analysis: with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively iii. 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 iv. Evaluation: has a level of conceptual understanding and awareness of ways of addressing dilemmas and choices that will allow him/her critically to evaluate research-based scholarship and practice and to argue alternative approaches v. Application: can demonstrate initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations vi. Problem solving and decision-making: establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify, and evaluate options; the ability to implement, review and critically reflect on decisions vii. Managing information and knowledge: scanning and 	<p><i>Teaching and Learning Strategy</i></p> <p>Cognitive and intellectual skills, which relate to the proficient use of the mental skills required to interpret knowledge and understanding, will typically be developed in conjunction with the development of knowledge and understanding, and also through the formative and summative and assessment of knowledge and understanding outcomes.</p> <p>Students on the Henley Executive Full-Time MBA are provided with guidance and skills development opportunities in these areas from the start of the programme. Lectures and discussions on selective and critical reading and writing are complemented with practical sessions on team building, facilitation skills, applied learning theory, study skills, influencing skills, presentation skills and the management of academic and research-based information.</p> <p>These skills are required throughout the programme and thus it is essential to help the students to learn how to learn so that they can make the most of their skills. An example is in the marketing subject where the students themselves lead seminars in key topic areas and need to analyse, synthesise, evaluate and convey to their peers key elements of theory applied.</p> <p>Feedback is provided to students on their written and verbal skills. This is provided on assignment feedback forms and in one-to-one discussions with the Faculty and Director of Studies. In addition to developmental feedback, which is provided as the students' progress through the programme, they also receive summative feedback in the form of their assignment grades and the results from examinations. A personal tutor is available to coach students on individual learning needs in</p>

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<p>organising data, abstracting meaning from information and sharing knowledge</p>	<p>addition to group development & facilitation.</p> <p>Group exercises, presentations and assignment preparation provide the conditions in which students can experiment with developing the various cognitive and intellectual skills. Peers support and critique each other's capabilities to further the learning experience. Group de-brief sessions (initially facilitated by the personal tutor) help to structure the reflective element of the 'process' by which formative assessment was undertaken. These sessions will take place immediately after group work activities have taken place.</p> <p><i>Assessment strategy</i></p> <p>Assessment of cognitive and intellectual skills will typically be assessed in conjunction with the summative and formative assessment of knowledge and understanding outcomes.</p> <p>The cognitive and intellectual skills are essential and a discursive approach alone is insufficient at this level. Throughout the assessment scheme all these elements are important constituents for successful outputs. They are rated highly in all subjects.</p> <p>Students are required to demonstrate their capabilities in these areas by the presentation of written and oral assignments, as they manage their way through this intense MBA programme.</p> <p>In Group Reports and Presentations and assessment exercises opportunities are provided to enable students to demonstrate their grasp of knowledge, data and presentation skills and achievements. Students are rewarded for producing work which contains critical and rigorous application of theory to practical / real situations. Work that is less rigorous, more descriptive and does not succeed in applying theory to practice will be assessed appropriately at MBA level.</p> <p>Where assignments are submitted late, and without the permission of the Director of Studies, penalties can be applied. For assignments up to one week late, a maximum reduction should be made of 5% of the mark achieved. For assignments</p>

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	<p>up to two weeks late, there should be a maximum reduction of 15% of the mark achieved. For assignments that are more than two weeks late, there should be a maximum reduction of 40% of the mark achieved.</p> <p>Poor planning, time management or poor implementation skills are reflected in the application of a scale of penalties for course members who miss assignment submission deadlines without reasonable prior explanation.</p> <p>The final piece of assessed work is the Management Challenge. It assesses how well the students can apply all of these skills in combination. It requires management and completion of a complex applied research project and production of a rigorous yet practical paper, which is founded in the literature and employs a thorough methodological approach.</p>

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<p><i>C Behavioural skills</i></p> <ul style="list-style-type: none"> i. Collaborative and group working: can work effectively with a group 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 ii. Self awareness and evaluation: is aware of impact on others and is reflective on own and others functioning in order to improve practice iii. Two-way 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 iv. Problem solving: uses self-awareness and awareness of others, with leadership and communication skills to solve problems and dilemmas both autonomously and collaboratively v. Numeracy and business research skills: including the use of models of business situations; quantitative and qualitative research skills; ability to conduct research into business and management issues with the minimum of guidance vi. Consultancy skills: providing advice and assistance to clients and organisations, for example relating to the strategy, structure, management and operations of an organisation in pursuit of its long-term purpose or 	<p><i>Teaching and Learning Strategy</i></p> <p>The behavioural skills are the means through which individuals practically apply their knowledge and understanding and cognitive and intellectual skills. They will be developed through the core MBA subject modules, electives and a personal development process that will provide framework for development, to complement any organisational framework for the participant, and which will include skills development workshops.</p> <p>Behavioural skills are the means through which individuals implement the actions they have justified intellectually based on their accumulated knowledge and understanding. It is expected that individual participants will develop to different degrees over the period of studying the MBA.</p> <p>They will be developed through the core MBA subjects, electives and a personal development process that will provide framework for development, which will include skills development workshops.</p> <p>Personal development is a critical a integral part of this intensive programme and a variety of personality profiling questionnaires are used from the start of the programme to give course members deeper insights into their personal behaviours, orientations and approaches to learning, leadership and group participation.</p> <p>In Stage One a reflective personal development document (that must be completed) offers participants the first of a number of opportunities to reflect on their unique developmental needs at the start of the programme, and then to discuss how to best work on these areas with a personal tutors, who will act as their development advisor throughout the MBA.</p> <p>A customised menu of personal development workshops will be provided during all stages of the programme to develop specific skills related to facilitation, influencing & persuasion and presentation delivery.</p>

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3. The programme/ module provides opportunities for programme members to achieve the following outcomes:	3. The following general teaching, learning and assessment strategy are used to enable programme members to achieve and demonstrate these outcomes:
<p>objectives</p> <p>vii. Personal effectiveness: self-awareness and self-management; time management, delegating where appropriate and organising priorities efficiently; sensitivity to diversity in people and different situations; the ability to continue learning</p> <p>viii. Learning: is able to use full range of learning resources and learns through reflection on practice and experience in both face-to-face and virtual learning contexts</p> <p>ix. Ethics and values management: recognising ethical situations, applying personal and organisational ethical values to situations and choices, managing the implications of dilemmas and working proactively with others to formulate solutions.</p> <p>x. Leadership and performance management: selecting appropriate leadership style for situation; setting targets, motivating, monitoring performance, coaching and mentoring, continuous improvement</p> <p>xi. Autonomy: is independent and self-critical learner, guiding the learning of others and managing own requirements for continuing professional development</p> <p>xii. Technical expertise: has technical expertise, performs smoothly with precision and effectiveness; can adapt skills and design or develop new skills or procedures for new situations</p> <p>xiii. CIT: effective use of communication and information technology</p>	<p><i>Assessment strategy</i></p> <p>Assessment of behavioural skills will be achieved in conjunction with the summative and formative assessment of knowledge and understanding outcomes, and additionally, through the personal development process that accompanies the academic learning journey.</p> <p>The assessment of personal development will be formative in nature but will be a required aspect of assessment. Programme members will complete a personal development plan will complete a review and reflection on their learning at the end of each Stage. Personal Tutors or Learning and Development Advisors will provide development assistance and feedback to programme members.</p>

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4 – Programme Coverage		
The programme is structured in 3 stages, each stage building cumulatively towards the MBA.		
4.1 Stage 1: The Postgraduate Certificate	4.2 Stage 2: The Postgraduate Diploma	4.3 Stage 3: The MBA
<p>The focus of Stage 1 is ‘Managing the Organisation’. Participants are provided with a better understanding of the reality of management in the 21st century and the role of the Manager. There is an explicit focus on learning and on the role of the manager. There are four subjects in Stage 1:</p> <p>Dynamics of Management develops concepts and behaviours that support the changing role of management and leadership. The content will help members to develop insight into the nature and dynamics of current and future work, and integrated approaches, built essentially around principles that underpin effective actions and behaviours. It will focus on practical application in the context of an increasingly uncertain and turbulent business environment, whilst maintaining a rigorous theoretical base. The module supports the MBA Programme learning journey and subsequent modules and activities, by developing key foundations on which later modules will build.</p> <p>Managing People and Performance considers managers and their engagement with individuals, teams and organisations and how this can impact on and drive performance. The module explores issues around the scoping, creating, reviewing and embedding of performance at the individual, organisational</p>	<p>Stage 2 has a focus on ‘Making Business Choices’ and is more explicitly commercial and strategic. There are 5 subjects in Stage 2.</p> <p>The Global Business Environment aims to equip the learner with a sophisticated understanding of the global business environment of the 21st century and an ability to identify the drivers and their impact at different levels. It adopts a pluralistic approach to analysing the world from different standpoints and uses a number of ‘entry gates’, including macroeconomics, politics and technological change. It addresses key issues and debates as well as the main unresolved dilemmas. It explicitly includes the broader impact of business on society and the environment.</p> <p>Strategic Marketing deals with the challenge of building and maintaining relationships with the organisation’s various stakeholders including customers, suppliers, partners or employees. It goes beyond transactional models of product marketing to focus on marketing in services and knowledge-based industries as well. It takes an international perspective to marketing and deals with the challenges of marketing in business-to-business situations as well as consumer and non-profit contexts. Key themes include brands, customer relationship management,</p>	<p>Stage 3 has a focus on ‘Making a Difference’ and has 5 elements. In addition to two core modules, ‘Leadership and Change’ and ‘Reputation and Relationships’, participants complete an Elective subject, and a module on business research methods leading to a research-based project with a practitioner focus.</p> <p>Leadership and Change places the practising manager at the centre of their development as an effective change leader, faced with real dilemmas and choices about courses of action. Through exploration of the links between leadership, the change context, culture, and change practice, they will be able to make informed decisions about how to mobilise the leadership and change resources at their disposal (individually and collectively). The key themes are: concepts, theories and models of leadership and their relevance to organisational change circumstances; the challenge of change and the key organisational and people factors impacting on its nature and enactment; the role, nature and impact of culture in both pursuing and responding to change and its leadership; and the core skills and techniques required to enable and enact effective change.</p> <p>Reputation and Relationships addresses the key challenge of developing and managing</p>

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4 – Programme Coverage		
<p>and strategic level in a range of contexts including international contexts. The discussion embraces issues such as the impact of context and culture, understanding human behaviour and motivation, leadership, managing elements of performance, coaching, training, development and organisational learning, team-working and talent management all of which are key to managing within contemporary organisations.</p>	<p>reputation, marketing communications, electronic and mobile commerce and consumer behaviour</p>	<p>organisational reputation. Reputation, responsibility and value creation will be linked through a focus on understanding stakeholder relationships.</p>
<p>Managing Processes, Systems and Projects takes a systems approach to the integration of operations management and information systems management. Systems and processes are viewed as the key enablers of business strategy and programme members gain an understanding of how systems fit together and of the complexity and tension in systems. The focus is on performance, innovation and change processes. Key topics covered include- business process mapping, value chains, make or buy decisions, capacity management, quality processes, continuous improvement and knowledge management.</p>	<p>Corporate Finance and Governance is concerned with financial and strategic decision-making to meet the organisation's objective of value creation, and the senior management's governance role for achieving it. This module provides managers with the skills and competences to be able to perform at the highest level in strategic decision-making in their organisations. It introduces the key concepts that management needs to address in fulfilling its financial duties of managing capital to create value while being responsible and practising good governance. It builds on the other MBA modules, in particular MFR, to provide a framework and uses relevant concepts to examine how corporate finance supports the strategic direction of organisations, its accountability and relationships with its interest groups. Key themes in this module include: value creation, business valuation principles and measurement, cost of capital, risk assessment, risk assessment, ownership structure, value-based management, emerging markets, real options, the development of corporate governance practice and governance framework and link to value creation.</p>	<p>An Elective is selected from a list of subjects. As with the Elective in Stage 2, these subjects focus on topics of current or future importance to organisations, which are either too new to have found their way into the core syllabus or usefully extend the treatment in the core modules to permit greater specialisation The list of topics reflect the research interests of Henley faculty and is subject to continuous revision. The current list includes, for example:</p>
<p>Managing Financial Resources integrates the study of accounting, finance and microeconomics. It enables managers to be financially literate and confident in participating in financial decision-making and assessing business performance. It introduces the key concepts in these areas that managers need to understand to be able to function effectively and to understand the business context in which financial decisions are made. Key</p>	<p>Strategic Direction has in-depth coverage of the strategy process. It introduces learners to the main schools of thought and theoretical debates in the strategy area. It enables</p>	<ul style="list-style-type: none"> • Creative Problem Solving • Entrepreneurship • Relationship Marketing • Innovation Management • Dynamics of Branding • Corporate Governance • International Business Environment (Study Week) • Knowledge Management • Competitor Intelligence • Customer Relationship Management Systems • Managing the Project Based Organisation • Project Selection and Definition <p>The Manager as Investigator introduces the participant to the basic requirements for rigorous and relevant research into</p>

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4 – Programme Coverage		
<p>themes include Financial Statements, Financial Planning and Budgeting, Management Accounting and Decision Making, Financial Analysis and Valuation, Demand and Supply Analysis, Cost Analysis and Market Structure.</p>	<p>learners to apply strategic tools judiciously. It deals with strategy in different organisational contexts and situations. It addresses the challenge of managing organisations strategically in unpredictable environments. Key themes and concepts include Resources and Capabilities, Competition and Collaboration, Diversification and Focus, Emergent and Deliberate Approaches, Strategy as Narrative, Complexity Theory and Real Options.</p> <p>Participants conclude the Stage by completing an Elective from a list of subjects. These elective subjects focus on topics of current or future importance to organisations, which are either too new to have found their way into the core syllabus or usefully extend the treatment in the core modules to permit greater specialisation. The list of topics reflect the research interests of Henley faculty and is subject to continuous revision.</p>	<p>management. It builds on the work initiated in Stage 1 and Stage 2 and prepares participants for the Management Challenge in Stage 3. Key topics are Research Approaches, Research Design, Literature Reviews, Data Collection and Analysis, Research Writing.</p> <p>The Management Challenge offers programme members the opportunity to build on and extend elements of their learning from the programme. It is designed to explicitly draw on the work that they have done during the Manager as Investigator module as well as other elements of the MBA. The Management Challenge is a research-based project that requires programme members to apply a range of knowledge and skills to a real organisational issue or problem and, through rigorous analysis, generate relevant and practicable solutions or recommendations. In developing the Challenge programme members are required to use their intellect, self-discipline and organisational skills in a self-managed way to produce a piece of work that demonstrates they can work at Masters level and add value to the organisation for whom they undertake the challenge as well as their managing their own learning and development.</p>
<p>The Personal Development process runs through all Stages of the Henley MBA. It aims to enable each programme member to take control of their learning, pursue their life and career goals, maximise the benefit to themselves and their organisations from the</p>	<p>The Personal Development process runs through all Stages of the Henley MBA. It aims to enable each programme member to take control of their learning, pursue their life and career goals, maximise the benefit to themselves and their organisations from the</p>	<p>The Personal Development process runs through all Stages of the Henley MBA. It aims to enable each programme member to take control of their learning, pursue their life and career goals, maximise the benefit to themselves and their organisations from the</p>

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4 – Programme Coverage		
<p>MBA, reflect on their learning and support the assessment of behavioural skill outcomes. The overarching themes are: work-life balance, career development, building and working in teams, and inter-personal skills for business. In Stage 1 the focus will be on an introduction to the personal development process, developing self-awareness, and the creation of a development plan. At the end of Stage 1 a formative personal development review and plan will be completed.</p>	<p>MBA, reflect on their learning and support the assessment of behavioural skill outcomes. The overarching themes are: work-life balance, career development, building and working in teams, and inter-personal skills for business. In Stage 2 the focus will be on building a career and at the end of Stage 2 a formative personal development review and plan will be completed.</p>	<p>MBA, reflect on their learning and support the assessment of behavioural skill outcomes. The overarching themes are: work-life balance, career development, building and working in teams, and inter-personal skills for business. In Stage 3 the focus will be on building competence and at the end of Stage 3 a final personal development review and plan will be completed.</p>

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5. Types of learning activity used to enable outcomes to be achieved

The School's Teaching and Learning Strategy recognises that each specific MBA programme will develop an approach to teaching and learning that is appropriate to a particular 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 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

The intense, regular teaching programme is the backbone of the learning process for the Henley Executive Full Time MBA. 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 tutor discussions of topics, lectures, case examples from companies. 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.

Over the course of the programme, face-to-face learning events will use a mix of the following active learning techniques:

- Socialisation processes
- Team-based and individual problem solving
- Case study analyses
- The use of creative arts (on-line and video media, visual arts) to explore business problems
- Inquiry & problem-based learning

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5. Types of learning activity used to enable outcomes to be achieved

- Guest speakers
- Debates
- Simulation and role-play activities
- Company visits- where participants work for organisations that exhibit good practice in a topic area, they are encouraged to enable group visits to their own organisations to support exploration of a topic area. Following the visit, groups are expected to provide a consultancy review of their findings.
- Panel discussions
- Conferences
- Personal reflection and coaching conversations.

On line activities may include – facilitated group discussions, web based chat, group development of reports and presentations, as well as project-based management of group assessments.

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6. Support for programme members and their learning	To be completed for each Programme – only generic elements are stated below
Independent-study materials	On-line, CD-Rom or printed materials e-Library resources
Readings	Each subject module has core and additional readings delivered by a combination of CD-ROM, text books, and e-learning resources
E-learning resources	Each subject is supported by e-learning resources and learning activities, which are integrated with self-study materials, readings, and the workshop, develop knowledge and understanding of a subject and encourage the sharing of ideas and collaboration
Workshops	Workshops support the learning and provide opportunities for face-to-face collaborative activities and tutor contact
Case Studies	Included in teaching materials and used in workshops
Assessment	<ul style="list-style-type: none"> ○ Individual or group assignments or projects (depending on mode) for all core subjects, which may cover single subject areas or integrate two or more subject areas. (Individual, i.e. not group, subject assignments are typically 5,000 words in length, but integrated assignments will be 8,000-words if 2 subjects are covered or 10,000-words if 3 or more subjects are included). Electives are assessed by individual assignments (typically 2500-word) ○ 3 examinations: one in Stage 1 (not covering Dynamics of Management) and two in Stage 2 (not covering the Elective). Stage 3 subjects are not examined. ○ Management Challenge group research project (15,000 words) or individual project (12,000 words). The Manager as Investigator is not assessed as such but will lead to the development of a proposal for the Management Challenge ○ Personal development – formative but required assessment involving personal development planning and review and reflection on learning
Tutor to support Learning and Development process	Subject Tutors (including e-tutors) Workshop Tutors Marking Tutors Supervising Tutors (for the Management Challenge)
Dedicated e-learning programme area	There will be a virtual learning environment (VLE) that contains subject materials and group/individual communications and study skills tools.
Library resources	Virtual and physical
Programme handbooks	Will be provided in the e-learning area of the VLE
Opportunities for overseas experiences	Three opportunities exist to gain exposure to international business conditions, and each of the study visit will focus on one aspect of the Henley core purpose: Study visit one (one week) will focus on making choices at an individual and group level, the second study (two weeks) visit will focus on choice and dilemmas at the organisational level and the final study visit (one week) will centre on choice and dilemmas at the wider community level in which business exists. All are an essential part of the programme. All trips involve company visits and experiential learning as well as lectures and discussions (Flights not included).

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7. Programme Registration and Commitments	
Examinations take place in Stage 1 and Stage 2	Examinations will take place four times per year
Numbers of months to scheduled completion	11 months
<p>Notes:</p> <ul style="list-style-type: none"> ○ Registration is subject to satisfactory progress through the programme and programme members who have not made satisfactory progress may be deregistered (see re-registration below) ○ Programme members, including those who are registered for the MBA may take a break of up to 2 years between each Stage. ○ Programme members who withdraw from the Programme for reasons other than academic performance may be able to re-start the Stage in which they withdrew, within a period of 2 years. Cases will be considered on an individual basis ○ Programme members may apply to the School Registrar for abeyance in exceptional circumstances 	<p>Full-time Modes: Standard MBA registration is 18 months</p> <p>Diploma students are registered for 12 months to complete Stages 1 and 2, and then receive 6 months registration at stage 3.</p> <ul style="list-style-type: none"> ○ Registration is subject to satisfactory progress through the programme and programme members who have not made satisfactory progress may be deregistered (see re-registration below) ○ Programme members, including those who are registered for the MBA may take a break of up to 2 years between each Stage. ○ Programme members who withdraw from the Programme for reasons other than academic performance may be able to re-start the Stage in which they withdrew, within a period of 2 years. Cases will be considered on an individual basis <p>Programme members may apply to the School Registrar for abeyance in exceptional circumstances</p>
Re-registration:	Full-time Mode: programme members may, subject to satisfactory progress, apply for re-registration of up to 6 months (to a total of 24 months) for the MBA

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7. Programme Registration and Commitments
Assessment breakdown

Participants will be assessed formatively and summatively throughout the programme.

The Henley Executive MBA programme, in whatever mode, will include three examinations, one in Stage 1 and two in Stage 2, and one research-based practitioner project (the Management Challenge) in Stage 3. Dynamics of Management will not be examined in the Stage 1 Examination – all other subject modules in Stage 1 and in Stage 2 will be examined. No subjects will be examined in Stage 3.

In addition personal development will be assessed formatively and will require a review and reflection of learning at each Stage of the Programme – this component of required assessment will not contribute to the marks awarded for the Programme.

The following assessments will be used in the Henley Executive Full-Time MBA:

Module assessment	Study hours	Requirement	Weighting in Prog. %
Dynamics of Management	100	Individual Report (60%) and Integrated Group Presentation (40%)	3.3
Managing People and Performance	150	Integrated Group Presentation (40%) and Individual Report (60%)	10.0
Managing Projects Processes and Systems	150		
Managing Financial Resources	200	Group Presentation (40%) and Individual Report (60%)	6.7
Stage One Examination		3 Subjects only excludes Dynamics of Management.	13.3
Stage 1	600		33.3
Global Business Environment.	150	Integrated Management Project of 12000 words covering all Stage Two subjects (40%- of which 20% report and 20% presentation) Individual Reflective Report (60%)	18.3
Strategic Marketing.	150		
Strategic Direction.	150		
Corporate Finance and Governance.	150		
Elective 1	50	Varies with subject	1.7
Stage Two Examinations		Testing GBE, SM, SD and CFG	13.3
Stage 2	600		33.3
Leadership and Change	100	Group Presentation (40% of marks) and Individual Reflective Report (60%)	3.3
Reputation and Relationships	50	Individual Report (60%) , group presentation (20%) and group report (20%)	1.7
Elective 2	50	Varies with subject	1.7
Manager as investigator	50	Proposal Document for Management Challenge Group Proposal - Gateway to Management Challenge; must be completed	1.6
Management challenge	350	15,000 group project and 5000 individual report or 12,000 word individual project report	25.0
Stage 3	600		33.3

Note: the acceptable range of word count for assignments and projects will be within –10% and +20% of the word count stated in the above Table.

The Henley executive Full-Time MBA uses the following proportion of summative group and

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7. Programme Registration and Commitments					
Assessment Pass Mark and Weightings					
<p>The pass mark for each subject or element of assessment, and for each stage is 50%.</p> <p>Policy on Failures and Re-sits</p> <p>Programme members may fail and resit only one assessment in each Stage – whether an examination, a single subject assignment or an integrated assessment, and whether individual or group-based. Failing more than one assessment in any Stage will result in the withdrawal of the programme member from the MBA Programme. For the purpose of this policy, each assessment will carry an equal weighting.</p>					
<p>individual assessment by subject (NB personal development is formative and therefore not included in this Table)</p> <p style="text-align: center;">Table: Individual and Group Assessment Weighting by Subject</p>					
Subject	Weight in Prog.	Assessment Type	%	Individual Assessment Weighting	Group Assessment Weighting
DoM	3.3	Individual Report (3000 words)	60	1.98	
		Group Presentation	40		1.32
MPP, PSP	10.0	Individual Report (7000 words)	60	6.0	
		Group Presentation	40		4.0
MFR	6.7	Individual Report (5000 words)	60	4.02	
		Group Presentation	40		2.68
Stage 1 Exam	13.3	Examination		13.3	
GBE, SM, CFG, SD	18.3	Individual Report (4000 words)	60	10.98	
		Group Report (12000 words)	20		3.66
		Group Presentation	20		3.66
Stage 2a Exam	6.7	Examination		6.7	
Stage 2b Exam	6.7	Examination		6.7	
Stage 2 Elective	1.7	Dependent on Elective Choice		1.7	
L&C	4.3	Individual Report (3000 words)	60	2.58	
		Group Presentation	40		1.72
R&R	2.3	Individual Report (2500 words)	60	1.38	
		Group Report (3000 words)	20		0.46
		Group Presentation (3000 words)	20		0.46
Stage 3 Elective	1.7	Dependent on Elective Choice		1.7	
Manager as Investigator & Mgt. Challenge	25.0	Group Report (15000 words)	70		17.5
		Individual Report (5000 words)	30	7.5	
Totals	100.0			64.54	35.46

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8. Admission requirements

8.1 Entry Criteria

To qualify for entry to the programme, applicants must fulfil the core requirements outlined below:

- Hold a 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 Diploma programme subject to at least 3 years management experience, or may be accepted onto the MBA programme subject to at least 10 years management experience

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

1. Demonstrable involvement in shaping managerial decisions that affect events beyond standard daily operational activities.
2. Co-ordinating the work of others in a team
3. 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 or technology
6. A role that primarily achieves results through influencing others rather than through direct authority

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 comprising the Academic Registrar and Admission Officers. 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. The Admissions Panel may also require a GMAT test to be taken (minimum score to be at least 550).

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.

Details of the approved entry qualifications are shown in Appendix A. Any changes to the entry qualifications are subject to the approval of the Academic Board.

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8. Admission requirements

8.2 Exemptions and Credits

Based upon an applicant's prior qualification, it is possible for Programme Members to secure exemption from up to 20% of the assessment scheme subject to the following criteria:

- No exemptions are permissible on the F/T MBA Programme
- No exemptions are allowed for Stage 3 modules
- No exemptions will be given for Certificates of Study for individual subjects gained under 'Version 4' of the Henley MBA
- No exemptions will be given for Elective subjects
- No exemptions will be given for the Henley Executive Certificate in Management
- Any subject exemption granted will not give exemption from the relevant examination including that subject
- Exemptions are not allowed where a subject is assessed by an integrated assignment (i.e. incorporating an assessment for another subject)
- The maximum exemption is from 2 subject modules
- Exemptions are only permitted for prior qualifications studied at a postgraduate and post-experience level or for agreed professional qualifications
- Holders of the Henley Diploma in Management may join the MBA programme within Stage 2 – see Section 8.4 below

Applications for exemptions from Programme Members from other MBA, or similar, degree programmes are considered on a subject-by-subject basis. Details of qualifications and their approved exemptions are shown in Appendix B. Any change to these exemptions or qualifying qualifications is subject to the approval of the Academic Approvals Committee.

8.3 Certificates of Study

Holders of Certificates of Study documenting successful completion of one or more subjects at Stages 1 and 2 of the Henley Executive Full-Time MBA may be granted credit against assignments for such subjects. These credits are granted subject to the following provisos:

- A maximum of three such subject credits may be granted in total from the Postgraduate Diploma, or one from the Postgraduate Certificate
- Exemptions are not allowed where a subject is assessed by an integrated assignment (i.e. incorporating an assessment for another subject), unless all subjects involved in the integrated assessment have been completed
- The subjects studied must have been completed within the last three years
- Participants must successfully pass the examination in each Stage
- Programme Members granted credits are still expected to attend all modules in Stages 1 and 2
- Certificates of Study gained from the completion of an elective subject may not be counted against the MBA programme

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8. Admission requirements

8.4 Transfer Arrangements from Version 4 to Version 5 of the MBA

There will be one point of transfer between version 4 and version 5. Programme members who have successfully completed all of Parts 1 and 2 of version 4, the Henley Diploma in Management, may join Stage 2 of version 5, with a requirement that they successfully complete 'Corporate Finance and Governance, Strategic Direction, Examination 3, and Elective 1 in order to complete Stage 2. Programme members transferring will not receive the award of a Postgraduate Diploma in Management.

Applicants who were previously registered on version 4 of the School's MBA programme, who took a break between Parts but who did not re-enter the programme within the 3-year period allowed, may be permitted to register on version 5 from the beginning. Such applicants must have been in good academic standing when they left version 4, will not be granted any credits or exemptions on version 5 and must pay the full fees.

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9. Syllabus Overview

The module specifications provide further information on subject aims, outcomes, content and assessment.

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APPENDIX A

Qualifications for Entry to MBA

a) Membership of the following professional bodies may be taken as demonstrating that an applicant holds degree level qualifications. This list is not exhaustive.

Actuaries, Institute of	Accountants, Association of International (AIA)	Marine Engineers, Institute of
Aeronautical Society, The Royal	Management Accountants, Chartered	Marketing, Chartered Institute of (<i>Member</i>)
Bankers, Chartered Institute of (<i>Associate Membership</i>)	Institute of (CIMA, formerly ICMA)	Mathematics and its Applications, Institute of (<i>Grad</i>)
Biology, Institute of (M.I.Biol or Grad.I. Biol)	Public Finance and Accountancy, Chartered Institute of (CIPFA, formerly IPFA)	Mechanical Engineers, Institution of
British Architects, Royal Institute of	Chartered Insurance Institute	Metallurgists, Institution of
Building, Chartered Institute of	Chartered Surveyors, Royal Institution of (RICS)	Municipal Engineers, Institution of
Building Services, Chartered Institute of	Royal Institution of Chemical Engineers,	Naval Architects, Royal Institution of
Chartered Certified Accountants, Association (ACCA)	Royal Institution of Chemistry,	Personnel and Development, Chartered
Chartered Accountants in England and Wales, Institute of (ICAEW)	Institute of Civil Engineers, I	Institute of (MIPD)
Chartered Accountants in Scotland, Institute of (ICAS)	Computer Society, British (MBCS) (<i>Member</i>)	Physics, Institute of
Chartered Accountants in Ireland, Institute of (ICAI)	Electrical Engineers and Electronics Engineers, Institution of	Secretaries and Administrators, Institute of Chartered (<i>Associate</i>)
Cost and Executive Accountants, Institute of (ACEA)	Health Services Management, Institute of (<i>Associate</i>)	Statisticians, Institute of
	Housing, Chartered Institute of (CIH)	Structural Engineers, Institution of
	Chartered Management Institute, (<i>formerly Institute of Industrial Managers</i>)	Transport, Chartered Institute of (<i>Membership plus 3 years' post-qualifying experience</i>)

NB Exemptions: where qualifications are held by virtue of exemptions the criterion used is the status of the exempting qualification.

b) Other Qualifications, which may be taken as demonstrating that an applicant holds degree level qualifications:

Barrister (Bar Final)	Radiographers, School of (Diploma plus 3 years post-qualifying experience)
Certificate of Qualification in Social work	Solicitor (Law Society Final)
Certificate in Social Service	
Board for Engineers' Regulation (Engineering Council) Part II Examination	
Environmental Health Officers, Institution of (Member)	
Physiotherapy, Chartered Society of (applicants usually have an established career pattern in addition to the 'Diploma' qualification)	

c) Graduate Management Admission Test (GMAT): applications from applicants who have obtained a minimum score of 550 will be considered on an individual basis

HENLEY BUSINESS SCHOOL

PROGRAMME SPECIFICATION - HENLEY EXECUTIVE FULL-TIME MBA

Appendix B

EXEMPTIONS

1. PROFESSIONAL BODIES

i) Exemption from individual Subjects in Stages 1 and 2 of the Henley Executive Full-Time MBA

Exemptions from individual subjects in Stages 1 and 2 have been approved for holders of full membership of a number of professional bodies, as follows:

Managing Financial Resources

Association of Certified Accountants (ACCA)
Institute of Chartered Accountants in England and Wales (ACA)
Institute of Chartered Accountants in Scotland (ACA)
Association of Cost & Executive Accountants (ACEA)
Association of International Accountants (AAIA)
Chartered Institute of Management Accountants (CIMA formerly ICMA)
(Applies to CIMA members who have followed a pre-1995 syllabus)
Chartered Institute of Public Finance & Accountancy (CIPFA)

Individuals who are members of one of the above professional bodies, may apply for an exemption. **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 Exam at the end of each Stage. For this reason programme members receive all materials. No fee reduction will be made.

NB: The maximum exemption available is from 20% of the MBA, or 2 subject modules.