

**HENLEY BUSINESS SCHOOL
PROGRAMME SPECIFICATION - HENLEY EXECUTIVE 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 are as important as capability.</p> <p>Managers deal with dilemmas and choices. When 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 MBA recognises that the context of management is changing rapidly. Technological innovation and global connectivity have led to greater organisational complexity and a flattening of organisational hierarchies with fewer lines of management. People are more mobile and have changing expectations for themselves, their colleagues and their organisations.</p> <p>The Henley Executive MBA, through all modes of study, 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 based on a blend of face-to-face and web-based activity that expects programme members to learn with and from peers as well as through independent study and expert guidance. The learning and teaching process is intensive and challenging and programme members will be expected to engage with a structured process designed to develop their personal capacity for ongoing autonomous learning.</p> <p>The Executive MBA in Modular format is ideally structured to allow programme members to connect their learning to current organisational issues. It allows programme members to advance their career during the 2 years scheduled for completion as well as after graduation. There are opportunities to engage managerial stakeholders in programme activities. This helps company-sponsored programme members to deliver value to organisational sponsors whilst they are studying, and self-sponsored programme members to network with managers in other firms. Everyone gets valuable opportunities to learn how theory works differently in practice in different contexts and how organisations from different industries address complex managerial dilemmas.</p>					

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

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**

HENLEY BUSINESS SCHOOL

PROGRAMME SPECIFICATION - HENLEY EXECUTIVE MBA

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 hours (60 CATS points) – Managing the Organisation</i></p> <div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); border: 1px solid black; padding: 5px; margin-right: 10px;">Personal Development Plan & Review 1</div> <div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Dynamics of Management 100 hrs (10 CATS points)</div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Managing People & Performance 150 hrs (15 CATS points)</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Managing Processes, Systems & Projects 150 hrs (15 CATS points)</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Managing Financial Resources 200 hrs (20 CATS points)</div> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Exam 1 (MPP, MPSP, MFR)</div> </div> </div> <hr/> <p><i>Stage 2 600 hours (60 CATS points) – Making Business Choices</i></p> <div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); border: 1px solid black; padding: 5px; margin-right: 10px;">Personal Development Plan & Review 2</div> <div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Global Business Environment 100 hrs (10 CATS points)</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Strategic Marketing 150 hrs (15 CATS points)</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Corporate Finance & Governance 150 hrs (15 CATS points)</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Strategic Direction 150 hrs (15 CATS points)</div> </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Exam 2 (GBE,SM)</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Exam 3 (CFG,SD)</div> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Elective 1 50 hrs (5 CATS points)</div> </div> </div> <hr/> <p><i>Stage 3 600 hours (60 CATS points) – Making a Difference</i></p> <div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); border: 1px solid black; padding: 5px; margin-right: 10px;">Personal Development Plan & Review 3</div> <div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Leadership & Change 100 hrs (10 CATS points)</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Reputation & Relationships 50 hrs (5 CATS points)</div> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Elective 2 50 hrs (5 CATS points)</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Manager as Investigator 50 hrs (5 CATS points)</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Management Challenge 350 hrs (35 CATS points)</div> </div> </div> <p>This process requires a minimum of 1800 study hours.</p>	<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;"> <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="text-align: right;"> <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>

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

<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 vi. The management and development of people within 	<p><i>Teaching and Learning Strategy</i></p> <p>Recognising the complexity and geographical reach of modern business practice, the Henley MBA aims to develop participants' mastery of both the art and science of management.</p> <p>Participants on the MBA will generally be experienced practicing managers, typically in their mid 30s, from diverse backgrounds and working in variety of industries and sectors. The programme draws on this range of unique and different management experiences as a key component of the learning process. Participants are encouraged to contribute actively to the development of knowledge and understanding about the core business disciplines that together constitute the domain of management. The programme is structured to enable participants to make meaningful connections between different fields of thinking. This integrated perspective builds through the three stages of the programme as programme members explore how to</p> <ul style="list-style-type: none"> 1. Assess the internal resources and connections and consider how they affect organisational performance 2. Review the organisation in the wider context of the external conditions, regulations and strategic requirements and assess how this shapes available choices; 3. Devise a way to make a difference to overall performance by reconciling internal and external constraints in a way that makes a difference to business results. <p>Whilst each subject module will provide the kernel of knowledge in a topic area, programme members are expected to build on this through independent research and exploration and through comparative studies of organisations represented in the intake. The Henley MBA focuses primarily on developing an individual's capacity to apply knowledge both to unpack and analyse the variables affecting a situation and to develop reasoned conclusions that synthesise the detailed findings. Programme members are consistently encouraged to show how their conclusions take into account the values that are meaningful for multiple stakeholders. To achieve this the learner will be given access to resources and activities that engage them in a process of</p> <ul style="list-style-type: none"> a) Developing a thorough understanding of prior knowledge relevant to the management problem b) Carefully selecting an appropriate range of analytical tools to establish a deep understanding of the relevant aspects of a situation c) Reflecting on the influence of personal experience, individual predispositions and contextual conditions upon the interpretation of results d) Evaluating alternative views of how to achieve a desired outcome e) Creatively connecting a range of ideas and concepts to expand options and choices <p>The foundation of the learning process will be a participant's comprehension of expert input. However the focus of attention will be on application and testing in context, creative insight derived from connections between various findings and views, a reasoned justification for the conclusions reached and a reflective evaluation of feedback. There will be a particular emphasis on participatory inquiry into live organisational problems and the transfer of lessons from one business context to another.</p>

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

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<p>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>Henley's approach to teaching and learning offers</p> <p>A blended mix of up to 64 days face-to-face workshops containing expert input, company visits, tutorial and team based activities supported by on-line learning resources relevant to the subject of study. The on line material will include preparatory work prior to workshops and post workshop activities. Programme members will receive a core set of readings, video and audio clips to amplify or exemplify particular points. These will be supplemented by guided independent reading from the e-library, opportunities for on-line chat between modules to broaden understanding and reflective journals supported by a personal tutor who may be the Programme Leader.</p> <p>The design of the materials and the learning experience are based on the following assumptions:-</p> <p>Learning depends on a tri-partite relationship between learner, expert tutor and other programme members. No one party is pre-eminent, and each has a distinct responsibility.</p> <ul style="list-style-type: none"> • The learner defines the depth of their learning needs, relative to their current competence and selects from various opportunities for learning according to their requirements. • The tutor provides knowledge and expertise that is relevant to the learners' needs, and design suitable opportunities for the application and synthesis of knowledge and the development of intellectual and behavioural skills. Tutors also provide feedback on progress • Peers actively and respectfully contribute their experience and alternative perspectives to both challenge and enrich understanding of practice, and to give feedback to others on the behavioural skills that are defined in this programme specification. <p>Deep learning requires the learner to be open to new ideas to have the courage to experiment, try new things and learn from failure as well as success. Programme members will be supported in this process by a personal tutor (learning and development coach) who may be the Programme Leader. These advisors offer advice and learning support to the individual from the start of their programme until the commencement of the Management Challenge at Stage 3. At this point programme members will start working with an academic mentor who can provide specific advice associated with the final element of the programme. In addition to their support activities, personal tutors provide guidance and feedback on the personal development plans, which must be submitted at the end of each stage in order for the participant to progress.</p> <p>Basic knowledge and comprehension of theory will be delivered through on-line materials. Learners are expected to prepare themselves adequately for workshops through reading and completion of on line activities and tests</p> <p>Workshops will start by focusing on the application of theory to practice through investigation, role play, group dialogue and discussion, structured debates and guided in class exploration of a topic. They will conclude with some form of stimulus to integration and synthesis of views, and evaluation of learning through critical reflection.</p>

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

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	<p>Team-work is a mechanism for increasing the individual's capacity to explore a topic from different angles, experiment with different roles, articulate their thinking and develop creative insights that integrate various perspectives. All workshops will contain a significant team-based element, with scheduled time for programme members to discuss theory in the light of the dilemmas they face in their own business context. Activities are designed to deepen and challenge thinking. Programme members are encouraged to experiment with different roles within a guided structure. There will be opportunities to study in different teams over the three stages of the programme and time will be set aside to reflect and review the learning from working with different people. Personal tutors/programme leaders offer group facilitation for key activities, support reflection on group dynamics and provide feedback on group processes.</p> <p>On-line tools for knowledge sharing and discussion are available to help programme members continue their team-work outside of workshop times. Programme members are encouraged to organise and adapt their usage to their particular requirements. Written assignments and projects are designed to enable the learner to embed his/her thinking and reasoning into their management practice, and to obtain feedback on their progress. Feedback is designed to be formative, and developmental. Consequently programme members are expected to complete assignments prior to sitting an examination. Assignments also represent 60 % of the overall marks for Stages 1 and 2 of the programme. A schedule of assignment deadlines will be issued at the start of each year. Penalties may be imposed for unapproved late submission, at the discretion of the Director of Studies and in consultation with the Programme Leader.ⁱ</p> <p>Examinations summatively assess the learning that has been absorbed. They are designed to test programme members' ability to apply the combination of their knowledge and understanding and cognitive and intellectual skills to unforeseen questions and produce well reasoned justifications for insightful answers under timed conditions. Programme members are required to sit three examinations. One in Stage1 and two in Stage 2. In Stage 1, Dynamics of Management is not examined. There are no examined subjects in Stage 3. Feedback on examinations will only be provided in the event of failure.</p> <p>The final piece of work in the Programme is the Management Challenge, which is a research based project that can be formulated as a piece of internal or external consultancy. It tests a participant's ability to undertake relevant business research and as such is linked to the Manager as Investigator module. Representing approximately 25% of the total marks for the MBA, this is a key test of the ability to integrate a wide range of thinking into a coherent argument based on a relevant approach to research.</p> <p>The three Stages of the programme are designed to be completed in two years. The programme follows a schedule of monthly workshops, which average 3 days per month. Programme members are likely to be involved in additional 8-10 hours per week independent or group based study. At certain points in the programme the Executive Modular MBA schedule will co-incide with that of the Executive Evening MBA. This will give programme members from both programmes an opportunity to learn together, network and share experience.</p> <p>The programme offers two periods of international study. One week in Europe and one in international study trip, where programme members have the opportunity to consider the impact of different national business environments on strategic decision-making, through direct experience.</p>

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

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	<p>Each subject module and the overall programme structure will guide the participant on a journey designed to develop autonomy in the learning process. There is an assumption that comprehension of subject material is only the starting point for learning. As each module and the programme unfolds there will be an increasing emphasis on investigation, discussion and debate about the application of theory. This will form the foundation for more in depth evaluation of the rigour and relevance of knowledge in different contexts, and an assessment of how different knowledge domains fit into an overall understanding of the field of management. Programme members are strongly encouraged to involve a suitable representative of their organisation in two key programme events – a though leadership forum in Stage 2 and a leadership and change conference in Stage 3.</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 test the acquisition of knowledge through an evaluation of its application to context. As the programme progresses there will be an increasing emphasis on the connections between subject modules within the assessment regime.</p> <p>Assessment 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 programme <p>(NB some types of assessment may be purely formative, or summative, or a combination of both)</p> <p>Programme members are expected to use the MBA as a personal development tool. To that end they are required to submit 3 personal development plans, one at the end of each Stage of the programme. These assessments are formative but compulsory. Each plan becomes a go/no go gateway for progression to the final award. Programme members will receive developmental feedback from their personal tutor for the first tow plans. The final PD plan will be marked independently and therefore should be submitted with a portfolio of evidence accumulated throughout the programme to demonstrate the progress mad. The particular focus of the PD assessment is the behavioural skills identified in this programme specification.</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 the integration of that learning across management disciplines. Assignments will comprise approximately 48% of the total marks for the Programme

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

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	<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 approximately 27% of the total marks for the Programme. • Management Challenge (research-based consultancy project): assesses knowledge and understanding relating to the research topic and to the chosen research methodology. It will also assess the programme members' ability to undertake relevant business research. The Management Challenge will comprise approximately 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 MBA programme will include three examinations, one in Stage 1 and two in Stage 2, and a research project (the Management Challenge) in Stage 3. These are common to all modes of study. The Executive Modular MBA is assessed through a balanced regime of single and integrated assignments as well as group-based assessment. Details and weightings are explained in Section 7.</p>

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

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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 organising data, abstracting meaning from information and sharing knowledge 	<p><i>Teaching and Learning Strategy</i></p> <p>Cognitive and intellectual skills are the range of thinking abilities needed to interpret knowledge and understanding in the light of context. They enable programme members to mentally assess the contribution of theory in the light of practice and potential change. Programme members are expected to demonstrate the development of these skills in all of their assessed work, by making explicit their lines of reasoning, and the justifications for their arguments. It is expected that over the period of the MBA programme members will demonstrate more cognitively complex thinking processes that integrate more dimensions of a situation into a coherent argument.</p> <p><i>Assessment strategy</i></p> <p>Cognitive and intellectual skills will typically be assessed in conjunction with the summative and formative assessment of knowledge and understanding outcomes.</p>

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

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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 objectives vii. Personal effectiveness: self-awareness and self-management; time management, delegating where appropriate and organising priorities efficiently; 	<p><i>Teaching and Learning Strategy</i></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 programme members will develop to different degrees over the period of studying the MBA.</p> <p>The core MBA subject modules, electives and a personal development process in combination provide the framework for development of these learning outcomes. This will be supported by a range of skills development workshops. The whole process is designed to complement any organisational framework that the participant may be involved in.</p> <p>Programme members will have the opportunity 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 coach throughout the MBA.</p> <p>A customised menu of skills development workshops will be provided during Stages 2 and 3 of the programme. These may run in conjunction with the Executive Evening MBA and Distance Learning programme to offer opportunities for wider networking.</p> <p><i>Assessment strategy</i></p> <p>This process of reflection and discussion on personal development needs will be assessed through the submission of three personal development plans with review at three key points in the programme. The submission of these plans is a requirement for progression between Stages and for completion of the MBA, The plans will not be graded. Personal Tutors will provide guidance and feedback with pointers for improvement. Programme members are expected to demonstrate competence in the process of planning, learning, applying the learning and reflection in order to progress.</p>

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

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>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>	

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

4 – Programme Coverage		
The programme is structured in 3 stages, each stage building cumulatively towards the MBA.		
<p>4.1 Stage 1: The Postgraduate Certificate</p> <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 and strategic level in a range of contexts including international contexts. The discussion</p>	<p>4.2 Stage 2: The Postgraduate Diploma</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, Reputation, Marketing Communications, Electronic and Mobile Commerce and</p>	<p>4.3 Stage 3: The MBA</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 deals with the challenge of managing strategic change in organisations. It introduces the Henley ‘Business Transformation Model’. It looks at different strategies for change – bottom up/top down, incremental/ radical- and explores different aspects of the change process including leadership, culture, structure and change architecture. Key themes include Change Architecture, Leadership Models, Power and Politics, Organisational Development and Growth, Learning Organisations, and Knowledge Management.</p> <p>Reputation and Relationships addresses the key challenge of developing and managing organisational reputation. Reputation, responsibility and value creation will be linked through a focus on understanding stakeholder relationships. Reputation, responsibility and value creation will be linked through a focus on understanding stakeholder relationships.</p> <p>An Elective is selected from a list of subjects. As with the Elective in Stage 2, these subjects</p>

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

4 – Programme Coverage		
<p>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>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>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 themes include Financial Statements, Financial Planning and Budgeting, Management Accounting and Decision Making, Financial</p>	<p>Consumer Behaviour</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 practicing 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: - financing policy, investor and dividend policy, cost of financing capital, changing ownerships structures, value based management, value incentive plans, primary treasury functions, the development of corporate governance practice and board tasks and codes.</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 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.</p>	<p>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> <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 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</p>

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

4 – Programme Coverage		
<p>Analysis and Valuation, Demand and Supply Analysis, Cost Analysis and Market Structure.</p>	<p>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>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>

HENLEY BUSINESS SCHOOL PROGRAMME SPECIFICATION - HENLEY EXECUTIVE MBA

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

The regular monthly rhythm of workshops are the backbone of the learning process for the Modular programme. This represents approximately 40% of the total study hours. On-line learning resources sandwich the workshops providing resources that outline core theory and content or provide supplementary activities to embed learning. Text based resources for self study will be interspersed with multi-media materials containing video and audio files that include tutor discussions of topics, lectures, case examples from companies. The same materials can also be delivered on CD-ROM/ DVD or paper based. On-line resources will be made available at the start of a module. To get full value from workshop events, programme members 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, workshops will include the follow learning activities

- Socialisation processes
- Team based learning
- Case study analyses
- The use of creative arts to explore business problems
- Inquiry based-learning
- Guest speakers
- Debates
- Simulation and role-play activities
- Company visits- where programme members 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
- Personal reflection and coaching conversations.

On line activities will include – facilitated group discussions, web based chat, group development of reports and presentations, as well as self paced self assessment tests.

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

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/DVD or printed materials e-Library resources
Readings	Each subject module has core and additional readings delivered as well as, text books for reference purposes. Programme members are expected to supplement this with wider reading where appropriate.
E-learning resources	Each subject is supported the Henley e-learning system, which contains resources, group interaction tools and learning activities. These are integrated with self-study materials, readings, to help programme members prepare for workshops, develop knowledge and understanding of a subject and encourage the sharing of ideas and team work
Workshops	Workshops are a central delivery mechanism. The emphasis at these events is not upon content delivery. Programme members are expected to come adequately prepared to engage in meaningful analysis and debate. The emphasis is upon facilitating knowledge sharing activities, exploring similarities and differences between representative organisations, working together on common dilemmas and problems. Occasionally events will be run in conjunction with the Executive Evening MBA programme members to encourage networking.
Case Studies	Included in teaching materials and used in workshops
Assessment	See the schedule in Section 7
Tutor to support Learning and Development process	Subject experts to provide expert input Personal Tutor/ Programme Leader Marking Tutors Academic Mentor for the Management Challenge Some access to subject experts on line
Tutor to Student ratio	At workshops 1:50 for subject experts Personal tutor 1:30
Dedicated e-learning programme area	Provides a communication hub for members of an intake, both in terms of information dissemination, discussion with development advisors, synchronous and asynchronous access to other members of the cohort. A one stop shop for course schedules, materials and learning activities.
Library resources	Virtual and physical
Course handbooks	A Programme Handbook will be available as well as an online Guide to Studying
Opportunities for overseas experiences	Two opportunities exist to gain exposure to international business conditions. Both are an essential part of the programme. A one week international study visit associated with Global Business Environment module, occurs in Stage 2 and a European study visit occurs in Stage Three. Both trips involve company visits and experiential learning as well as lectures and discussions. Modular and Evening MBA programme members are likely to work together on the first of these trips (Flights not included).

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

7. Programme Registration and Commitments	
Examinations take place in Stage 1 and Stage 2	3 exams of 3 hours each. One in Stage 1 and two in stage 2. The scheduling of exams is notified at the start of the Programme, and in order to progress on the programme it is essential that programme members sit the exam on the scheduled date.
Numbers of months to scheduled completion	24 months i.e. 8 months per Stage
<p>Programme members will be registered as follows:</p> <ul style="list-style-type: none"> ✓ D/L modes may register programme members by Stage or for the full MBA programme, with 54 months initial registration for the MBA, 36 months for the Postgraduate Diploma and 18 months for the Postgraduate Certificate (see re-registration below) ✓ Modular and Evening Modes: 36 months initial registration for the MBA, and 20 months for the Postgraduate Diploma ✓ Full-time Modes: 18 months initial registration for the MBA <p>Notes:</p> <p>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)</p> <p>Programme members, including those who are registered for the MBA may take a break of up to 2 years between each Stage.</p> <p>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 subject to acceptance</p> <p>Programme members may apply to the School Registrar for abeyance in exceptional circumstances</p>	<p>Standard MBA registration is 36 months</p> <p>Diploma registered programme members are registered for 20 months to complete Stages 1 and 2, and then receive 16 months registration at stage 3.</p>

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

7. Programme Registration and Commitments	
<p>Re-registration:</p> <ul style="list-style-type: none"> ✓ D/L modes: programme members who are registered for the MBA programme may, subject to satisfactory progress, apply for re-registration of up to 9 month (to a total of 63 months). Programme members will be expected to complete Stage 1 in 18 months and may apply for a re-registration of 3 months to complete Stage 1 and will be de-registered if they do not complete Stage 1 within 21 months. If re-registration is taken at Stage 1 it will be counted against the maximum 9 months re-registration for the Programme. The same arrangements apply at Stage 2. Programme members in Stage 3, whether or not they have had any re-registration in earlier Stages, will have a maximum of 3 months re-registration at Stage 3, although exceptional re-registration may be considered by the School Registrar, subject to a total of 9 months re-registration. ✓ Modular and Evening Modes: programme members may, subject to satisfactory progress, apply for re-registration of up to 6 month (to a total of 42 months) for the MBA although exceptional further re-registration of 9 months may be considered by the School Registrar for programme members in Stage 3. ○ Full-time Modes: programme members may, subject to satisfactory progress, apply for re-registration of up to 6 month (to a total of 24 months) for the MBA 	<p>Subject to satisfactory progress programme members may apply for up to 6 months additional re-registration for the MBA at additional cost.</p> <p>Programme members may take up to two years abeyance between each Stage.</p> <p>Under Special circumstances. At the end of Stage 3, A student may make a special application to the Admissions Panel for an additional 9 months re-registration. This would only be permissible with <u>documentary evidence</u> of serious personal or family illness death in the family, involuntary redundancy, compulsory international relocation or other such events outside the control of the student.</p>

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

<p>Assessment breakdown</p> <p>Participants will be assessed formatively and summatively throughout the programme.</p> <p>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 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.</p> <p>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.</p> <p>Each particular MBA programme will be able to develop the nature and format of the assignment and project component of assessment as appropriate to the mode of study, the needs of the learners and the learning outcomes. For example, ‘taught’ programmes may make greater use of group work and face-to-face presentation of the output of that work, and distance learning modes may make more use of e-learning and individual approaches to assessment.</p> <p>Forms of Assessment</p> <p>In developing its assessment framework each</p>	<p>The breakdown of marks between group and individual assessment and presentation and report is shown in the table below alongside the weightings per part and overall weightings in the programme.</p>						
	<p>Table: Individual and Group Assessment Weighting by Subject</p>						
	Module assessment	Study hours	MBA Weight %	Requirement	Individual Element %	Group element %	Group weight %
	Dynamics of Management	100 hrs	3.3	5000 word report	100.0	0.0	0
	Managing People and Performance (MPP)	150 hrs	10.0	Group video integrating 2 subjects	60.0	40.0	4.0
	Managing Projects Processes and Systems (MPSP)	150 hrs		5000 word individual report integrating 2 subjects			
	Managing Financial Resources (MFR)	200 hrs	6.7	5000 word report	100.0	0.0	0
	Stage 1 Exam		13.3	Testing MPP MPSP and MFR	100.0	0.0	0
	Strategic Marketing (SM)	150 hrs	5.0	8000 word Group consultancy report	40.0	60.0	3.0
				1500 words individual reflective document			
	Global Business Environment (GBE)	100 hrs	13.3	Group presentation following international management week + individual 7,500 word Integrated Management Project report covering 3 subjects	70.0	30.0	4.0
	Strategic Direction (SD)	150 hrs					
	Corporate Finance and Governance (CFG)	150 hrs					
	Elective 1	50 hrs	1.7	Varies with subject	100.0	0.0	0
	Stage 2 Exam a		6.7	Testing SM and GBE	100.0	0.0	0
	Stage 2 Exam b		6.7	Testing SD and CFG	100.0	0.0	0
	Leadership and Change	100 hrs	4.3	Group presentation on student organised leadership conference + 3000 word individual assignment/personal diary	60.0	40.0	1.7
	Reputation and Relationships	50 hrs	2.3	Group documentary, play or radio programme (presentation) + individual 2500 word report	60.0	40.0	0.9
	Elective 2	50 hrs	1.7	Varies with subject	100.0	0.0	0
	Manager as investigator and Management challenge	50 hrs	25.0	Proposal for management challenge plus 15,000 word project	100.0	0.0	0
		350 hrs					
	Total	1800	100.0				13.6

HENLEY BUSINESS SCHOOL
PROGRAMME SPECIFICATION - HENLEY EXECUTIVE MBA

programme will seek to develop a 'bundle' of assessment activities that provides:

- Equivalence of workload across the modes and programmes
- Equivalence in level of difficulty across the modes and programmes
- A valid and effective approach to assessing the acquisition, application and integration of knowledge and understanding, critical reflection and the development of subject specific cognitive and intellectual skills

A number of acceptable methods of assessment are possible with regard to the assignment component of assessment details of which are shown opposite:

Note: the total assessment weighting by subject and Stage is fixed across all modes, and the maximum amount of group assessment is 40% over the whole Programme.

Assessment Pass Mark and Weightings

The pass mark for each subject or element of assessment and for each stage is 50%.

Policy on Failures and Re-sits

Programme members may fail and resit only one assessment in each Stage – whether an examination, a single subject assignment or an integrated assessment. 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.

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.

Assignments forming part of the schedule of assessment for Executive Modular MBA courses must be submitted by the deadline, which is communicated in writing at the start of each programme year. Such submission deadlines are firm dates. However, where situations arise which are outside the control of the programme member, the programme leader may grant an extension to the deadline, provided that a request is made **AT LEAST ONE WEEK** in advance and in writing.

For assignments submitted late, with no prior permission, the Director of Studies may authorise a reduction of 10 marks from the mark achieved. Programme members who are absent from the group presentations may be required to complete a viva voce examination, upon their return. A viva voce examination may also be requested, at the discretion of the Director of Studies, if there is clear evidence that a course member has not contributed sufficiently towards a group assignment.

HENLEY BUSINESS SCHOOL PROGRAMME SPECIFICATION - HENLEY EXECUTIVE MBA

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 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.

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:

HENLEY BUSINESS SCHOOL PROGRAMME SPECIFICATION - HENLEY EXECUTIVE MBA

8. Admission requirements

- 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 Executive MBA
- 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 Executive 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 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
- 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
- Programme members must successfully pass the examination in each Stage
- Programme Members granted credits are still expected to attend all modules in Stages 1 and 2

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 Executive Diploma, 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.

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

9. Syllabus Overview

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

HENLEY BUSINESS SCHOOL

PROGRAMME SPECIFICATION - HENLEY EXECUTIVE MBA

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
Aeronautical Society, The Royal
Bankers, Chartered Institute of
Biology, Institute of
British Architects, Royal Institute of
Building, Chartered Institute of
Building Services, Chartered Institute of
Chartered Accountants in England and Wales,
Institute of
Chartered Accountants in Ireland,
Institute of
Chartered Accountants in Scotland,
Institute of
Chartered Certified Accountants, Association of
Chartered Insurance Institute
Chartered Management Institute
Chartered Surveyors, Royal Institution of
Chemical Engineers, Royal Institution of
Chemistry, Royal Institution of
Civil Engineers, Institute of
Computer Society, British

Cost and Executive Accountants,
Institute of
Electrical Engineers and Electronics Engineers,
Institution of
Health Services Management, Institute of
Housing, Chartered Institute of
International Accountants, Association of
Management Accountants, Chartered Institute of
Marine Engineers, Institute of
Marketing, Chartered Institute of
Mathematics and its Applications,
Institute of
Mechanical Engineers, Institution of
Metallurgists, Institution of
Municipal Engineers, Institution of
Naval Architects, Royal Institution of
Personnel and Development, Chartered
Institute of
Physics, Institute of
Physiotherapy, Chartered Society of
Public Finance and Accountancy,
Chartered Institute of

Secretaries and Administrators, Institute
of Chartered
Statisticians, Institute of
Structural Engineers, Institution of
Transport, Chartered Institute of

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)
Solicitor (Law Society Final)
Chartered Engineer (CEng)

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

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

Appendix B

Exemptions

1. Professional bodies

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

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

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