

**HENLEY BUSINESS SCHOOL
PROGRAMME SPECIFICATION - HENLEY MBA BY DISTANCE LEARNING - UP-DATED SEPTEMBER 2008**

1. The Henley MBA programme information					
1.A Awarding institution <i>University of Reading</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 <i>n/a</i>	1.F QAAHE benchmark group <i>Business and Management</i>
1.G Programme description					
<p>The Henley MBA is a postgraduate 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. 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 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 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 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 Henley MBA by distance learning requires a minimum 3-year commitment to study. The mix of face-to-face and virtual team learning is designed to equip future leaders to cope with the demands of international management across geographical and cultural boundaries. Although designed for people whose work pattern requires them to have some flexibility in their study schedule, there are some compulsory attendance events at critical stages of the learning process.</p>					

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2. Educational aims of the programme

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

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

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The educational aims are achieved through the following three-stage structure:	This 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="border: 1px solid black; padding: 10px; flex-grow: 1;"> <p style="text-align: center;">Dynamics of Management 100 hrs (10 CATS points)</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <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> <p style="text-align: center; margin-top: 10px;">Exam 1 (MPP, MPSP, MFR)</p> </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="border: 1px solid black; padding: 10px; flex-grow: 1;"> <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <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; margin-bottom: 10px;"> <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> <p style="text-align: center; margin-bottom: 10px;">Elective 1 50 hrs (5 CATS points)</p> </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="border: 1px solid black; padding: 10px; flex-grow: 1;"> <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <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; margin-bottom: 10px;">Elective 2 50 hrs (5 CATS points)</div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">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 style="margin-top: 20px;">This process requires a minimum of 1800 study hours (180 CATS points).</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="display: flex; justify-content: flex-end; width: 45%;"> <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>3. The programme/module provides opportunities for programme members to achieve the following outcomes:</p>	<p>3. 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 to 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 practising managers, from diverse backgrounds and working in a 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 participants 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 these shape 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, participants are expected to build on this through independent research and exploration. 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. Participants 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>

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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 examples 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>a) Developing a thorough understanding of prior knowledge relevant to the management problem</p> <p>b) Carefully selecting an appropriate range of analytical tools to establish a deep understanding of the relevant aspects of a situation</p> <p>c) Reflecting on the influence of personal experience, individual predispositions and contextual conditions upon the interpretation of results</p> <p>d) Evaluating alternative views of how to achieve a desired outcome</p> <p>e) Creatively connecting a range of ideas and concepts to expand options and choices</p> <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.</p> <p>Henley’s approach to teaching and learning offers a blended mix of up to 26 days’ face-to-face expert input, tutorial and team-based activities combined with online learning resources relevant to the subject of study. The online material will include preparatory and post-workshop exercises and readings, video and audio clips to amplify or exemplify particular points, interactive discussions with other course participants to broaden understanding, tasks and activities for practical application to embed understanding, reflective journals and the opportunity to enrich outputs through distributed teamwork and joint evaluation of thinking.</p> <p>The design of the materials and the learning experience are based on the following assumptions:-</p> <p>Learning depends on a tripartite relationship between learner, subject tutor and other course members. Each party has a distinct responsibility.</p> <ul style="list-style-type: none"> • Learners define the depth of their learning needs, relative to their current competence and select from various opportunities for learning according to their requirements. • The tutor provides knowledge and expertise that is relevant to the learners’ needs, and designs suitable opportunities for the application and synthesis of knowledge and the development of

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	<p>intellectual and behavioural skills. Tutors also provide feedback on progress.</p> <ul style="list-style-type: none">• Peers actively and respectfully contribute their experience and alternative perspectives both to 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. Participants will be supported in this process by an experienced personal tutor.</p> <p>Personal tutors offer developmental advice and support to the individual from the start of their programme until the commencement of the Management Challenge at Stage 3. At this point participants will start working with a tutor 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>Knowledge and comprehension of theory will be delivered through online materials. Learners are expected to prepare themselves adequately for workshops through reading and completion of online activities and tests.</p> <p>Early in a subject module, workshops will start by focusing on the application of theory to practice through a variety of learning mechanisms listed in section 5. Later workshops will provide some stimulus to integration and evaluation of learning through critical reflection.</p> <p>Teamwork is a mechanism for increasing the individual's capacity to explore a topic from different angles, experiment with different roles, articulate his/her thinking and develop creative insights that integrate various perspectives. Workshops will generally contain some team-based element. Activities may not always be started or completed at workshops; some may be initiated or finished through online events or discussions. Programme members will have the opportunity to study in different teams over the three stages of the programme. Personal tutors offer group facilitation for key activities, support reflection on group dynamics and provide</p>

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	<p>feedback on group processes either face to face or online.</p> <p>Online activities and tests and written assignments and projects are designed to enable learners to embed their thinking and reasoning into their management practice, and to obtain feedback on their progress. Feedback is designed to be formative and developmental. Consequently it is expected that participants will normally complete such requirements prior to sitting an examination. However, assignments also represent 60% of the overall marks for Stages 1 and 2 of the programme.</p> <p>Examinations summatively assess the learning that has been absorbed. They are designed to test participants' 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. Participants are required to sit three examinations, one in Stage 1 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 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>Each stage of the programme is designed to take approximately 1 year to complete. Participants are required to attend three compulsory workshops, one at the start of each year of study. The compulsory workshop is designed to provide a fundamental orientation to the work involved in each stage, energise and motivate participants and help them to establish relationships with the members of the study group they will work with throughout the year. Subsequent workshops will provide opportunities to practise applying different theory, analyse a range of situations, develop integrated solutions to problems and evaluate the proposals through group discussion.</p>

<p>3. The programme/module provides opportunities for programme members to achieve the following outcomes:</p>	<p>3. The following general teaching, learning and assessment strategies are used to enable programme members to achieve and demonstrate these outcomes:</p>
	<p>Each subject module and the overall programme design 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 subject module and the programme unfold, greater emphasis is placed 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.</p> <p><i>Assessment strategy</i></p> <p>Assessment of knowledge and understanding outcomes in subject specific areas 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 three 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. Participants will receive developmental feedback from their personal tutor on the first two plans. The final personal development plan will be marked independently and should be submitted with a portfolio of evidence accumulated throughout the programme. The particular focus of the personal development assessment is the behavioural skills identified in this programme specification.</p>

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<p>3. The programme/module provides opportunities for programme members to achieve the following outcomes:</p>	<p>3. The following general teaching, learning and assessment strategies are used to enable programme members to achieve and demonstrate these outcomes:</p>
	<p>Assignments, projects, examinations and the Management Challenge affect pass or fail status on the MBA. Each has its own assessment purpose. More details by subject are provided in section 7.</p> <ul style="list-style-type: none"> • Assignments or project reports: 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 comprise approximately 48% of the total marks for the programme. • 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 management project): assesses knowledge and understanding relating to the research topic and to the chosen research methodology. It also assesses the participant’s ability to undertake relevant business research. The Management Challenge comprises 25% of the total marks for the MBA programme and is supported by the Manager as Investigator module. <p>Formative feedback will be provided on assignments, the Manager as Investigator and the Management Challenge, but not on examinations.</p>

<p>3. The programme/module provides opportunities for programme members to achieve the following outcomes:</p>	<p>3. The following general teaching, learning and assessment strategies are used to enable programme members to achieve and demonstrate these outcomes:</p>
<p><i>B. Cognitive and intellectual skills</i></p> <ol 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 	<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 participants to assess mentally the contribution of theory in the light of practice and potential change. Participants 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 participants will extend the complexity of their thinking and reasoning to integrate</p>

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<p>3. The programme/module provides opportunities for programme members to achieve the following outcomes:</p>	<p>3. The following general teaching, learning and assessment strategies are used to enable programme members to achieve and demonstrate these outcomes:</p>
<p>communicating the outcome effectively</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>vii. Managing information and knowledge: scanning and organising data, abstracting meaning from information and sharing knowledge</p>	<p>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>

<p>3. The programme/module provides opportunities for programme members to achieve the following outcomes:</p>	<p>3. The following general teaching, learning and assessment strategies are used to enable programme members to achieve and demonstrate these outcomes:</p>
<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 participants 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 aspects of the programme. This will be supported by a range of skills development workshops. The whole process is designed to complement any organisational framework that the programme member is engaged in.</p> <p>Participants will have the opportunity to reflect on their unique developmental needs at the start of the programme, and then to discuss how best to work on these areas with a personal tutor, who will act as their development adviser throughout the MBA.</p> <p><i>Assessment strategy</i></p> <p>The process of reflection on, and discussion of, 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 development guidance and feedback with pointers for improvement. Participants are expected to demonstrate a competence in the process of planning, learning, and application of learning and reflection in order to progress.</p>

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<p>sensitivity to diversity in people and different situations; the ability to continue learning</p> <p>viii. Learning: is able to use the full range of learning resources and learns through reflection on practice and experience in both face-to-face and virtual learning contexts</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 the situation; setting targets, motivating, monitoring performance, coaching and mentoring, continuous improvement</p> <p>xi. Autonomy: is an 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>4. Programme coverage</p> <p>The programme is structured in three stages, each stage building cumulatively towards the MBA.</p>		
<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</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 five subjects in Stage 2.</p> <p>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 five 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 practising managers at the centre of their development as effective change leaders, 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 organisational reputation. Reputation, responsibility and value creation will be linked</p>

4. Programme coverage		
<p>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, teamworking and talent management all of which are key to managing within contemporary organisations.</p>	<p>consumer behaviour.</p>	<p>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, ownership structure, value-based management, emerging markets, real options, the development of corporate governance practice and a 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 themes include financial statements, financial planning and budgeting, management accounting and decision-making, financial analysis and valuation, demand and supply</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</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</p>

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4. Programme coverage		
analysis, cost analysis and market structure.	<p>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>	analysis, and research writing.
<p>The Personal Development module runs through all stages of the Henley MBA. It aims to enable programme members to take control of their learning, pursue their life and career goals, maximise the benefit to themselves and their organisations from the 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</p>	<p>The Personal Development module runs through all stages of the Henley MBA. It aims to enable programme members to take control of their learning, pursue their life and career goals, maximise the benefit to themselves and their organisations from the 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</p>	<p>The Personal Development module runs through all stages of the Henley MBA. It aims to enable programme members to take control of their learning, pursue their life and career goals, maximise the benefit to themselves and their organisations from the 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</p>

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4. Programme coverage		
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.	development review and plan will be completed.	development review and plan will be completed.

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

Online learning resources form a backbone of guidance for the learning process. Text-based resources offer core theory and content. These will be interspersed with multi-media materials containing video and audio files that include tutor discussions of topics, lectures and case examples from companies. For those who cannot routinely access such material via the web, the content may be provided on CD ROM/DVD. Online resources will be made available at the start of a module, prior to the relevant workshops. Participants are expected to familiarise themselves with the relevant material before they attend. In addition there will be further suggestions for directed and self-directed study after workshops.

Online activities may include facilitated group discussions, web-based chat, group development of reports and presentations, as well as individually paced self-assessment activities.

Over the course of the programme, workshops will include the following learning activities:

- Socialisation activities to support good working relationships
- Dialogue and discussion
- Structured debates
- Team-based learning
- Case study analyses
- Inquiry-based learning
- Guest speakers
- Simulation and role-play activities
- Personal reflection

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6. Support for programme members and their learning	
Independent study materials	Online, CD ROM/DVD and printed materials e-Library resources
Readings	Each subject module has specified core and supplementary readings as well as text books for reference purposes. Programme members are expected to supplement these with wider reading where appropriate.
e-Learning resources	Each subject is supported through the Henley e-learning system, with all its attendant tools for learning and interaction. Individual and group activities are integrated into the self-study materials at various points of the learning process to embed understanding and support the application of learning to practical scenarios.
Workshops	Programme members are expected to come to workshops having prepared through e-learning. Workshops are designed to enhance understanding and provide valuable opportunities for face-to-face group activities and tutor contact. They are not designed to teach core content.
Case studies	Included in teaching materials and used in workshops
Assessment	<ul style="list-style-type: none"> ○ Individual or group assignments or projects 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 5000 words in length, but integrated assignments will be 8000 words if two subjects are covered or 10,000 words if three or more subjects are included.) Electives are assessed by individual assignments (typically 2500 words) ○ Three 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 research project (15,000 words). The Manager as Investigator is not assessed as such but will lead to the development of an outline for the Management Challenge ○ Personal development – formative but required submission of three plans to demonstrate personal development planning and review, and reflection on learning
Tutors to support learning and development process	Online subject experts Workshop subject experts Personal tutors Marking tutors Academic mentor for the Management Challenge
Dedicated e-learning programme area	Provides a communication hub for members of an intake, in terms of information dissemination, discussion with tutors, synchronous and asynchronous access to other members of the cohort and to personal development tutors. A one-stop shop for course schedules, materials and learning activities.
Library resources	Virtual and physical
Programme handbooks	A programme handbook will be available as well as online guides to studying
Opportunities for overseas experiences	An optional international study visit, to supplement the Global Business Environment module, is available to those programme members who wish to deepen their understanding of how the subject applies in one particular economy through direct experience. This 1-week trip involves company visits and experiential learning as well as lectures and discussions.

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7. Programme registration and commitments	
Examinations take place in Stage 1 and Stage 2	Three examinations of 3 hours each, one in Stage 1 and two in Stage 2. The scheduling of examinations is notified at the start of the programme. In order to progress with an intake it is important that programme members aim to sit the examination on the scheduled date. Programme members who miss an examination may need to change intake.
Number of months to scheduled completion	36 months
Registration	<p>Standard MBA registration is 54 months, which allows for 18 months registration in each stage of the programme. Applicants without a first degree but appropriate experience may register for a Postgraduate Diploma for which standard registration is 36 months. On successful completion of the Postgraduate Diploma a candidate can be registered for the final stage of the MBA and will receive a further 18 months' registration.</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. Cases will be considered on an individual basis.</p> <p>There is a maximum allowable registration period of 21 months per Stage. Programme Members who are unable to complete their studies within the 21 month period will be unable to progress on to the next Stage of the Programme.</p>
Re-registration	<p>MBA registered programme members may, if suitable progress has been made, request an additional re-registration period of 9 months once their initial registration period of 54 months has expired. This allows up to 63 months' total registration for the MBA programme.</p> <p>Under special circumstances, at the end of Stage 3, a member may make a special application to the Admissions Panel for an additional 9 months re-registration. This would only be permissible with documentary evidence of serious personal or family illness, death in the family, involuntary redundancy, compulsory international relocation or other such events outside the control of the programme member.</p>

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Assessment breakdown	Individual and group assessment weighting by subject						
	Module assessment	Study hours	MBA Weight %	Requirement	Individual %	Group %	Group weight %
<p>Participants will be assessed formatively and summatively throughout the programme.</p> <p>The Henley MBA programme will include three examinations, one in Stage 1 and two in Stage 2. 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>Assessment pass mark and weightings</p> <p>The pass mark for each subject or element of assessment, and for each stage, is 50%.</p> <p>Policy on failures and resits</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>	Dynamics of Management	100hrs	3.3	5000-word report	100.0	0.0	0
	Managing People and Performance (MPP)	150 hrs	5.0	5,000 word report	100.0	0.0	0
	Managing Projects, Processes and Systems (PSP)	150 hrs	5.0	5,000 word report			
	Managing Financial Resources (MFR)	200 hrs	6.7	5000-word report	100.0	0.0	0
	Stage 1 Exam		13.3	Testing MPP, PSP and MFR	100.0	0.0	0
	Strategic Marketing (SM)	150 hrs	5.0	8000-word group report on simulation	40.0	60.0	3
				1500-word individual reflective document			
	Global Business Environment (GBE)	100 hrs	13.3	Integrated management project of max 10,000-word report covering three subjects	100.0	0.0	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	5000-word individual assignment including personal reflection	100.0	0.0	0
	Reputation and Relationships	50 hrs	2.3	2500-word individual assignment 70%	100.0	0.0	0
				Individual presentation to Board 30%			
	Elective 2	50 hrs	1.7	Varies with subject	100.0	0.0	0

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	Manager as Investigator and Management Challenge	350 hrs	25.0	An outline for the Management Challenge and a 15,000-word Management Challenge report	100.0	0.0	0
	Total	1800	100				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.

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 3 years' management experience
- Applicants without a first degree from a British university, or its equivalent, may be accepted onto the Postgraduate Diploma programme if they have at least 3 years' management experience, or may be accepted onto the MBA programme if they have at least 10 years' management experience

Management experience will be demonstrated 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 one's own work activities over a period of more than 1 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 Admissions Officers. In such cases the Admissions Panel will consider all of the relevant evidence, including the applicant's seniority, responsibilities, qualifications, career progression, references and the overall quality of the application. The Admissions Panel may also require a Graduate Management Admission Test (GMAT) to be taken (minimum score required is 550).

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All such 'non-standard' applicants, whom the Admissions Panel permits to be registered on the programme, are so identified as to enable their academic progress to be 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 prior qualifications, 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 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 covering 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 allowed is from two 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 exemption 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 the list of qualifications that can be accepted for exemption purposes 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 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 previous 3 years
- Participants must pass the examination in each stage

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- 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 for credit

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
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.

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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.