

**HENLEY BUSINESS SCHOOL
GENERIC 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 is as important as capability.</p> <p>Managers deal with dilemmas and choices. In making decisions, managers must employ critical and creative thinking as well as ethical principles to synthesise the apparently divergent aspects of a situation and avoid the undesirable possibilities that may ensue. Managers must make choices that are right for the context in which they find themselves. The Henley Executive MBA recognises that the context of management is changing rapidly. Technological innovation and global connectivity have led to greater organisational complexity and a reduction in organisational hierarchies with fewer managers. People are more mobile and have changing expectations for themselves, their colleagues and their organisations.</p> <p>The Henley Executive MBA, 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 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>Notes:</p> <ol style="list-style-type: none"> 1. Each Henley Executive MBA Programme version will produce a separate provide additional programme description here reflecting the characteristics of the particular mode of study 2. The 'white' areas of the generic specification represent programme aspects that all programmes must include in their specifications and the shaded areas of the specification represent aspects that may be tailored to suit the needs of the programme mode and the nature of the learners 					

**HENLEY BUSINESS SCHOOL
GENERIC 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

GENERIC 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="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: 10px;">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="width: 45%; margin-left: auto;"> <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
GENERIC 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> <ol style="list-style-type: none"> i. The impact of contextual forces on organisations including the historical development and purpose of organisations; legal systems; ethical, economic, environmental, social and technological change issues; international developments, corporate governance. ii. The role of the manager in organisations, leadership roles and styles, leading and implementing major change, key dilemmas and choices of management and ethical leadership. iii. Markets and customers; the development and operation of markets for resources, goods, and services; expectations of customers and equivalent stakeholders iv. The concepts, processes and institutions in the production and marketing of goods and/or services; the management of resources and operations v. The financing of the business enterprise or other forms of organisations; sources, uses and management of finance; use of accounting for managerial and financial reporting applications; corporate finance and the financial implications of strategic decisions 	<p><i>Teaching and Learning Strategy</i></p> <p>The teaching and learning strategy for the Henley Executive MBA programme will respond in particular to the following considerations:</p> <ol style="list-style-type: none"> 1. The nature and level of learning outcomes for the MBA programme The Henley Executive MBA programme is a postgraduate-level programme that specifically seeks to develop knowledge and understanding of the terrain of management and also the ability to integrate and to apply that knowledge, to analyse problems, to synthesise knowledge, to produce new ideas and to evaluate methods and to draw conclusions. 2. The profile of Henley Executive MBA learners Participants on the Henley Executive MBA programme are experienced practising managers with diverse backgrounds and experiences, who work in a variety of industries and sectors 3. The School's Teaching and Learning Strategy, The distinctiveness of Henley is that: <ul style="list-style-type: none"> • It seeks to be a leader in the field of blended learning • It seeks to increase opportunities for collaborative learning and assessment • It seeks to build flexibility to tailor the learning experience of the needs of our clients • It focuses on consistency of outcome rather than commonality of content • It adopts a learner-centred approach, guiding learners from a dependent to an independent learning stance 4. The Mode of Study The teaching and learning strategy of the Henley Executive MBA will be adapted to the particular mode of study for a Programme leading to an award of the Henley Executive MBA, and to the needs of the learners undertaking a particular mode of study <p>These factors inform the development of the learning framework for the MBA, which will address a number of key dimensions of learning:</p>

**HENLEY BUSINESS SCHOOL
GENERIC 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>vi. The management and development of people within organisations; organisational theory; behaviour, industrial/employee relations, HRM, change management</p> <p>vii. The development, management and exploitation of information systems and their impact on organisations</p> <p>viii. The use of relevant communication and information technologies for application in business and management within a global knowledge-based economy</p> <p>ix. The development of appropriate business policies and strategies within a changing context to meet stakeholder interests</p> <p>x. Corporate governance, value creation, and managing organisational reputation and stakeholder relationships</p> <p>xi. A range of contemporary and pervasive issues which may change over time: illustrative example include innovation, creativity, entrepreneurship, knowledge management, sustainability and globalisation</p> <p>xii. The uses and limitations of a range of research methods/techniques, both qualitative and quantitative, and an understanding of their strengths and weaknesses for providing information and evaluating options in an uncertain organisational environment</p>	<ul style="list-style-type: none"> • Learner autonomy: (or the extent to which the learner is independent and takes responsibility for their own learning), from procedural, through personal to critical levels of autonomy • Levels of learning: (or the degree of cognitive complexity), from knowledge reproduction, comprehension, application, analysis, synthesis to evaluation • Learning approach: (or the extent to which the learner engages with a subject to develop understanding), from surface, through strategic to deep approaches • Delivery method: (whether knowledge is transmitted from tutor to the student, is the result of dialogue between tutor and student, or is constructed by the learner), from transmission, through transactional, to transformation • Learning Experience: (characterising the learning activity within the learning process as an iterative conversation or cycle) • Learning activities: (relating to whether the activities encourage repetition, provide guiding structures, or allows the student to create their own learning) from behavioural, through scaffolded to constructivist <p><i>(Further explanation of this learning framework is provided by the Henley Business School 'Module Design Guidelines').</i></p> <p>Given the level of the learner and levels of learning appropriate for the MBA programme, there will be limited emphasis on straightforward knowledge reproduction or comprehension, typically associated with transmission of knowledge, surface learning and behavioural activities.</p> <p>Each module on the programme and the programme itself will provide the participant with a learning journey the overall purpose of which will be to facilitate increasing learner autonomy and higher levels of learning. Throughout the programme as a whole there will be an increasing emphasis on first transactional and then transformational delivery in order to facilitate deep learning. The Henley Executive MBA programme will develop skills of application and analysis and increasingly develop the ability to synthesise and to evaluate knowledge.</p>

**HENLEY BUSINESS SCHOOL
GENERIC 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>The following table summarises this learning framework. The Henley Executive MBA will increasingly focus on the aspects of learning in columns 2 and then 3, whilst recognising that there will be elements of all 3 columns in every module or Stage of the programme.</p> <p style="text-align: center;">Summary of Learning Framework</p> <table border="1" data-bbox="1032 470 2020 815"> <thead> <tr> <th></th> <th style="text-align: center;">1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">3</th> </tr> </thead> <tbody> <tr> <td>Learner autonomy</td> <td>Procedural</td> <td>Personal</td> <td>Critical</td> </tr> <tr> <td>Level of learning (Bloom's Taxonomy)</td> <td>Comprehension Knowledge reproduction</td> <td>Analysis Application</td> <td>Evaluation Synthesis</td> </tr> <tr> <td>Learning approach</td> <td>Surface</td> <td>Strategic</td> <td>Deep</td> </tr> <tr> <td>Delivery method</td> <td>Transmission</td> <td>Transaction</td> <td>Transformation</td> </tr> <tr> <td>Learning Experience</td> <td>Attending Apprehending</td> <td>Investigating, Exploring, Discussing, Debating</td> <td>Experimenting, Practising, Articulating, Expressing</td> </tr> <tr> <td>Learning Activities</td> <td>Behavioural</td> <td>Scaffolded</td> <td>Constructivist</td> </tr> </tbody> </table> <p><i>Assessment strategy</i></p> <p>Assessment of knowledge and understanding outcomes, which relate to comprehension of the body of theory, expertise and experience in a specific subject area, will be continuous throughout the programme and will reflect the School's 'Philosophy and Principles of Assessment'. Assessment will seek test the acquisition of knowledge and understanding as well as its integration and application. It will provide a balance between formative and summative approaches, recognising the needs of the learner and the learning outcomes:</p> <ul style="list-style-type: none"> • Formative assessment is intended to provide opportunities for improvement, typically through feedback • Summative assessment contributes to the marks for a module, or the for programme as a whole <p>(NB some types of assessment may be purely formative, others purely summative, or may be a combination of both)</p> <p>Programme members will be assessed summatively throughout the programme by means of assignments or projects, examinations, and a research project, each of</p>		1	2	3	Learner autonomy	Procedural	Personal	Critical	Level of learning (Bloom's Taxonomy)	Comprehension Knowledge reproduction	Analysis Application	Evaluation Synthesis	Learning approach	Surface	Strategic	Deep	Delivery method	Transmission	Transaction	Transformation	Learning Experience	Attending Apprehending	Investigating, Exploring, Discussing, Debating	Experimenting, Practising, Articulating, Expressing	Learning Activities	Behavioural	Scaffolded	Constructivist
	1	2	3																										
Learner autonomy	Procedural	Personal	Critical																										
Level of learning (Bloom's Taxonomy)	Comprehension Knowledge reproduction	Analysis Application	Evaluation Synthesis																										
Learning approach	Surface	Strategic	Deep																										
Delivery method	Transmission	Transaction	Transformation																										
Learning Experience	Attending Apprehending	Investigating, Exploring, Discussing, Debating	Experimenting, Practising, Articulating, Expressing																										
Learning Activities	Behavioural	Scaffolded	Constructivist																										

**HENLEY BUSINESS SCHOOL
GENERIC 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>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 or projects will 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 practitioner project): assesses knowledge and understanding relating to the research topic and to the chosen research methodology. It will also assess the participants’ ability to undertake relevant business research. The Management Challenge will comprise 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 Executive MBA programme will include three examinations, one Stage 1 and two in Stage 2, and a research-based project (the Management Challenge) in Stage 3. However, each particular MBA programme will be able develop the nature and format of the assignment or project component of assessment as appropriate to the particular mode of study. Further details of acceptable alternative forms of assessment in place of assignments and projects are provided in Section 7.</p>
<p>3. The programme/ module provides opportunities for programme members to achieve the following outcomes:</p>	<p>3. The following general teaching, learning and assessment strategy are used to enable programme members to achieve and demonstrate these outcomes:</p>
<p><i>B Cognitive and intellectual skills:</i></p> <p>i. Critical thinking and creativity: managing creative processes in self and others; organising thoughts, identifying assumptions, evaluating statements in terms of evidence,</p>	<p><i>Teaching and Learning Strategy</i></p> <p>Cognitive and intellectual skills, which relate to the proficient use of the mental skills required to interpret knowledge and understanding, will typically be developed in conjunction with the development of knowledge and understanding, and also</p>

**HENLEY BUSINESS SCHOOL
GENERIC 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>detecting false logic or reasoning, identifying implicit values, defining terms adequately, and generalising appropriately</p> <p>ii. Analysis: with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge 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>through the formative and summative and assessment of knowledge and understanding outcomes.</p> <p><i>Assessment strategy</i></p> <p>Assessment of cognitive and intellectual skills will typically be assessed in conjunction with the summative and formative assessment of knowledge and understanding outcomes.</p> <p>As is the case with knowledge and understanding outcomes, each particular MBA programme or mode of study will develop methods of assessment of learning outcomes that are appropriate to the particular mode of study</p>

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

<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 strategy 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>The behavioural skills are the means through which individuals practically apply their knowledge and understanding and cognitive and intellectual skills. They will be developed through the core MBA subject modules, electives and a personal development process that will provide framework for development, to complement any organisational framework for the participant, and which will include skills development workshops.</p> <p>Each programme will determine the appropriate means to develop these behavioural skills bearing in mind the mode of study, needs of the learners and the learning outcomes.</p> <p><i>Assessment strategy</i></p> <p>Assessment of behavioural skills will be achieved in conjunction with the summative and formative assessment of knowledge and understanding outcomes, and additionally, through the personal development process that accompanies the academic learning journey.</p> <p>The assessment of personal development will be formative in nature but will be a required aspect of assessment. Programme members will complete a personal development plan will complete a review and reflection on their learning at the end of each Stage. Personal Tutors or Learning and Development Advisors will provide development assistance and feedback to programme members.</p> <p>As is the case with knowledge and understanding outcomes and cognitive and intellectual skill outcomes, each particular MBA programme or mode of study will develop methods of assessment of learning outcomes that are appropriate to the particular mode of study.</p>

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

<p>4 – Programme Coverage</p> <p>The programme is structured in 3 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 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>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 Consumer Behaviour</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 places the practising manager at the centre of their development as an effective change leader, faced with real dilemmas and choices about courses of action. Through exploration of the links between leadership, the change context, culture, and change practice, they will be able to make informed decisions about how to mobilise the leadership and change resources at their disposal (individually and collectively). The key themes are: concepts, theories and models of leadership and their relevance to organisational change circumstances; the challenge of change and the key organisational and people factors impacting on its nature and enactment; the role, nature and impact of culture in both pursuing and responding to change and its leadership; and the core skills and techniques required to enable and enact effective change.</p> <p>Reputation and Relationships addresses the key challenge of developing and managing organisational reputation. Reputation, responsibility and value creation will be linked</p>

**HENLEY BUSINESS SCHOOL
GENERIC 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>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: value creation, business valuation principles and measurement, cost of capital, risk assessment, risk assessment, ownership structure, value-based management, emerging markets, real options, the development of corporate governance practice and governance framework and link to value creation.</p>	<p>through a focus on understanding stakeholder relationships. Reputation, responsibility and value creation will be linked through a focus on understanding stakeholder relationships.</p>
<p>Managing Processes, Systems and Projects takes a systems approach to the integration of operations management and information systems management. Systems and processes are viewed as the key enablers of business strategy and programme members gain an understanding of how systems fit together and of the complexity and tension in systems. The focus is on performance, innovation and change processes. Key topics covered include- Business Process Mapping, Value Chains, Make or Buy decisions, Capacity Management, Quality Processes, Continuous Improvement and Knowledge Management.</p>	<p>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>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</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</p>

**HENLEY BUSINESS SCHOOL
GENERIC 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>for the Management Challenge in Stage 3. Key topics are Research Approaches, Research Design, Literature Reviews, Data Collection and Analysis, Research Writing.</p> <p>The Management Challenge offers programme members the opportunity to build on and extend elements of their learning from the programme. It is designed to explicitly draw on the work that they have done during the Manager as Investigator module as well as other elements of the MBA. The Management Challenge is a research-based project that requires programme members to apply a range of knowledge and skills to a real organisational issue or problem and, through rigorous analysis, generate relevant and practicable solutions or recommendations. In developing the Challenge programme members are required to use their intellect, self-discipline and organisational skills in a self-managed way to produce a piece of work that demonstrates they can work at Masters level and add value to the organisation for whom they undertake the challenge as well as their managing their own learning and development.</p>

HENLEY BUSINESS SCHOOL
GENERIC PROGRAMME SPECIFICATION - HENLEY EXECUTIVE MBA

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

The School's Teaching and Learning Strategy recognises that each specific MBA programme will develop an approach to teaching and learning that is appropriate to a particular mode of study, whilst reflecting the distinctive emphasis of Henley. In particular each programme will develop an appropriate balance between face-to-face and virtual learning and between individual and collaborative approaches. 'Taught' programmes, for example the full-time or modular modes, will typically make more use of face-to-face methods, while the distance learning mode will make greater use of virtual learning or distributed learning activities. However, all modes of study will employ and blend a wide range of learning activities drawn from the following, each of which may take virtual or 'traditional' face-to-face formats:

Methods typically associated with learning transmission:

- Lectures and presentations: face to face or online with digital support materials
- Self-study: directed and self-directed, online using web-based resources or with CD-ROM or paper-based materials

Methods associated with transactional or transformational approaches to learning:

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

HENLEY BUSINESS SCHOOL
GENERIC 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 or printed materials e-Library resources
Readings	Each subject module has core and additional readings delivered by a combination of CD-ROM, text books, and e-learning resources
E-learning resources	Each subject is supported by e-learning resources and learning activities, which are integrated with self-study materials, readings, and the workshop, develop knowledge and understanding of a subject and encourage the sharing of ideas and collaboration
Workshops	Workshops support the learning and provide opportunities for face-to-face collaborative activities and tutor contact
Case Studies	Included in teaching materials and used in workshops
Assessment	<ul style="list-style-type: none"> o Individual or group assignments or projects (depending on mode) for all core subjects, which may cover single subject areas or integrate two or more subject areas. (Individual, i.e. not group, subject assignments are typically 5,000 words in length, but integrated assignments will be 8,000-word if 2 subjects are covered or 10,000-word if 3 or more subjects are included). Electives are assessed by individual assignments (typically 2500-word) o 3 examinations: one in Stage 1 (not covering Dynamics of Management) and two in Stage 2 (not covering the Elective). Stage 3 subjects are not examined. o Management Challenge research project (15,000 words). The Manager as Investigator is not assessed as such but will lead to the development of a proposal for the Management Challenge o Personal development – formative but required assessment involving personal development planning and review and reflection on learning
Tutor to support Learning and Development process	Subject Tutors (including e-tutors) Workshop Tutors Marking Tutors Supervising Tutors (for the Management Challenge)
Tutor to Student ratio	[Each programme to complete this section]
Dedicated e-learning programme area	[Each programme to complete this section]
Library resources	Virtual and physical
Course handbooks	[Each programme to complete this section]
Opportunities for overseas experiences	[Each programme to complete this section]

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

7. Programme Registration and Commitments	
Examinations take place in Stage 1 and Stage 2	Examinations will take place four times per year
Numbers of months to scheduled completion	[Each programme to complete this section]
<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) ○ Executive 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> <ul style="list-style-type: none"> ○ Registration is subject to satisfactory progress through the programme and programme members who have not made satisfactory progress may be deregistered (see re-registration below) ○ Programme members, including those who are registered for the MBA may take a break of up to 2 years between each Stage. ○ Programme members who withdraw from the Programme for reasons other than academic performance may be able to re-start the Stage in which they withdrew, within a period of 2 years subject to acceptance ○ Programme members may apply to the School Registrar for abeyance in exceptional circumstances 	[Each programme to complete this section]
Re-registration:	[Each programme to complete this section]

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

7. Programme Registration and Commitments

- D/L modes: 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. Registration is subject to satisfactory progress through the programme and programme members who have not made satisfactory progress may be deregistered. Programme members, including those who are registered for the MBA, may take a break of up to 2 years between each stage. Programme members who withdraw from the programme for reasons other than academic performance may be able to re-start the stage in which they withdrew, within a period of 2 years. Cases will be considered on an individual basis.
- 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

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

7. Programme Registration and Commitments							
<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>Each programme will provide details for each Stage of the MBA programme showing the percentage of marks allocated for individual and group-based assessment, showing a breakdown between report or presentation-based assessment for each subject.</p> <p>In addition, each MBA programme mode may select from the following assessment bundles for completion by members undertaking that mode – recognising some bundles may be combined within a Stage, as in the case of individual and integrated assignments for example, or in different stages, as in the case of the Integrated Management Project, Group Consultancy Projects and individual or integrated assignments.</p> <p style="text-align: center;">Table: Alternative Bundles of Assessment Activities Available to Programmes (revised May & Jun 07)</p> <table border="1" data-bbox="817 778 1904 1369"> <thead> <tr> <th data-bbox="817 778 952 826">Option</th> <th data-bbox="952 778 1904 826">Assessment Bundle</th> </tr> </thead> <tbody> <tr> <td data-bbox="817 826 952 1212">1</td> <td data-bbox="952 826 1904 1212"> <p>Individual subject assignments, one for each core subject (x 10) and for each elective (x2). Each assignment to involve:</p> <p>1(a) an individual written report (around 5,000 words, or 2,500 for an elective)</p> <p>1(b) a group report (8,000 words or 4000 words for 50-hour module) plus individual report (1,500 words)</p> <p>1(c) a group presentation (30 mins) plus individual report (2,500 words for 50-hour module; 3,000 words for 100-hour module; 4,000 words for 150-hour module; 5,000 words for 200-hour module).</p> <p>The proportion of individual versus group marks may be 60/40, 70/30, or 75/25 to suit the needs of the assessment, but the percentage of the group component in an assessment must not exceed 40% of the available marks.</p> </td> </tr> <tr> <td data-bbox="817 1212 952 1369">2</td> <td data-bbox="952 1212 1904 1369"> <p>Integrated assignment covering 2 or 3 core subjects. Each assignment to involve:</p> <p>2(a) an individual written report (8,000 words for two subjects, and 10,000 for 3 subjects)</p> <p>2(b) a group presentation (30 mins) plus individual report (typically 2,500 words per</p> </td> </tr> </tbody> </table>	Option	Assessment Bundle	1	<p>Individual subject assignments, one for each core subject (x 10) and for each elective (x2). Each assignment to involve:</p> <p>1(a) an individual written report (around 5,000 words, or 2,500 for an elective)</p> <p>1(b) a group report (8,000 words or 4000 words for 50-hour module) plus individual report (1,500 words)</p> <p>1(c) a group presentation (30 mins) plus individual report (2,500 words for 50-hour module; 3,000 words for 100-hour module; 4,000 words for 150-hour module; 5,000 words for 200-hour module).</p> <p>The proportion of individual versus group marks may be 60/40, 70/30, or 75/25 to suit the needs of the assessment, but the percentage of the group component in an assessment must not exceed 40% of the available marks.</p>	2	<p>Integrated assignment covering 2 or 3 core subjects. Each assignment to involve:</p> <p>2(a) an individual written report (8,000 words for two subjects, and 10,000 for 3 subjects)</p> <p>2(b) a group presentation (30 mins) plus individual report (typically 2,500 words per</p>
Option	Assessment Bundle						
1	<p>Individual subject assignments, one for each core subject (x 10) and for each elective (x2). Each assignment to involve:</p> <p>1(a) an individual written report (around 5,000 words, or 2,500 for an elective)</p> <p>1(b) a group report (8,000 words or 4000 words for 50-hour module) plus individual report (1,500 words)</p> <p>1(c) a group presentation (30 mins) plus individual report (2,500 words for 50-hour module; 3,000 words for 100-hour module; 4,000 words for 150-hour module; 5,000 words for 200-hour module).</p> <p>The proportion of individual versus group marks may be 60/40, 70/30, or 75/25 to suit the needs of the assessment, but the percentage of the group component in an assessment must not exceed 40% of the available marks.</p>						
2	<p>Integrated assignment covering 2 or 3 core subjects. Each assignment to involve:</p> <p>2(a) an individual written report (8,000 words for two subjects, and 10,000 for 3 subjects)</p> <p>2(b) a group presentation (30 mins) plus individual report (typically 2,500 words per</p>						

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

7. Programme Registration and Commitments

Forms of Assessment

In developing its assessment framework each 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%.

	subject, i.e 5,000 words for 2 subjects and 7,500 words for 3 subjects) 2(c) a group presentation (30 mins) plus individual report (4000 words) and a group report (3,000 words) for 2 subjects Subject to the percentage of group assessment not exceeding 40% of the available marks.
3	An Integrated Management Project (10,000 words) covering all subjects in Stages 1 or in Stage 2, completed by an individual student.
4	A group consultancy project (comprising 12,000- word report plus 30 min presentation) covering all subjects in Stages 1 or in Stage 2, plus an individual assignment or Individual Reflective Report (4,000 words). The percentage of group assessment must not exceed 40% of the available marks.
5	Peer assessment of group output of a presentation or report for an individual subject module, plus an Individual Reflective Report. The percentage of peer assessment of group output must not exceed 40% of the available marks.

Each Programme must identify the proportion of group and individual assessment by subject in the following Table

Table: Individual and Group Assessment Weighting by Subject

Subject	Weight in Programme	Individual and Group Assessment	Type	%	Indiv Assessment Weighting	Group Assessment Weighting
DoM	3.3	Individual				
		Group				
MPP	5.0	Individual				
		Group				
PSP	5.0	Individual				
		Group				
MFR	6.7	Individual				
		Group				
Stage 1 Exam	13.3	Individual				
GBE	3.3	Individual				
		Group				
SM	5.0	Individual				
		Group				
Stage 2a Exam	6.7	Individual				

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

7. Programme Registration and Commitments

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.

CFAG	5.0	Individual				
		Group				
SD	5.0	Individual				
		Group				
Stage 2b Exam	6.7	Individual				
Stage 2 Elective	1.7	Individual				
L&C	4.3	Individual				
		Group				
R&R	2.3	Individual				
		Group				
Stage 3 Elective	1.7	Individual				
Manager as Investigator/ Management Challenge	25.0	Individual				
		Group				
Totals	100.0					

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.

HENLEY BUSINESS SCHOOL GENERIC PROGRAMME SPECIFICATION - HENLEY EXECUTIVE MBA

8. Admission requirements

4. A requirement to structure and order one's own work activities over a period of more than one month to solve problems and deliver results.
5. A defined responsibility for improving the performance of people, processes 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:

- 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

HENLEY BUSINESS SCHOOL GENERIC PROGRAMME SPECIFICATION - HENLEY EXECUTIVE MBA

8. Admission requirements

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

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.

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.

HENLEY BUSINESS SCHOOL
GENERIC PROGRAMME SPECIFICATION - HENLEY EXECUTIVE MBA

9. Syllabus Overview

See individual mode specs for further details.

**HENLEY BUSINESS SCHOOL
GENERIC 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
GENERIC 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.

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