

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

1. (iv) The Henley Consortium 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 Consortium 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 Consortium 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 Consortium MBA provides a rigorous grounding in the disciplines of management and access to thought leadership and leading edge practice, with opportunities for personal development. It is international in scope and in content and offers an engaging and innovative learning process that blends face-to-face and virtual learning and collaboration with independent study. The learning and teaching process is intensive and challenging and programme members will be expected to undertake structured, guided and autonomous learning.</p> <p>The Henley Consortium MBA is distinguished from other School Programmes in the opportunities it affords for practising managers to work closely with managers from other organisations, visiting their companies, discussing issues with their representatives and benchmarking management practice across the different organisations represented.</p>					

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2. Educational Aims of the Programme

The Henley Consortium 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**
6. Developing an understanding of **different ways of tackling management issues** through working closely with managers from other organisations, comparing and benchmarking practice
7. **Widening managers perspectives** on industry and commerce through company visits and speakers, case-studies and comparative assessments

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

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<p>3. The programme/ module provides opportunities for programme members to achieve the following outcomes:</p>	<p>3.i The following general teaching, learning and assessment strategies are used to enable programme members to achieve and demonstrate these outcomes:</p>
<p><i>A. Knowledge and understanding:</i></p> <p>1. Graduates will have a deep and systematic understanding of knowledge relating to organisations, their external context and management. They will be able work with theoretical, research-based and relevant knowledge at the forefront of the management discipline. In particular, graduates will demonstrate their knowledge and understanding in the following areas:</p> <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 Consortium 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 Consortium 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. The Consortium Programme design seeks to develop knowledge and understanding of other organisations and business practices in order to deepen and widen the manager's ability to think creatively about business issues. 2. The profile of Henley Consortium MBA learners Participants on the Henley Consortium 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 Henley Consortium MBA adopts a mixed mode approach to study. The course materials are offered on-line for self-study. An interactive database allows virtual teams of programme members to work together on

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<p>vi. The management and development of people within organisations; organisational theory; behaviour, industrial/employee relations, HRM, change management</p> <p>vii. The development, management and exploitation of information systems and their impact on organisations</p> <p>viii. The use of relevant communication and information technologies for application in business and management within a global knowledge-based economy</p> <p>ix. The development of appropriate business policies and strategies within a changing context to meet stakeholder interests</p> <p>x. Corporate governance, value creation, and managing organisational reputation and stakeholder relationships</p> <p>xi. A range of contemporary and pervasive issues which may change over time: illustrative example include innovation, creativity, entrepreneurship, knowledge management, sustainability and globalisation</p> <p>xii. The uses and limitations of a range of research methods/techniques, both qualitative and quantitative, and an understanding of their strengths and weaknesses for providing information and evaluating options in an uncertain organisational environment</p>	<p>tasks and presentations. Course participants also attend a number of face-to-face workshops throughout the period of study. Workshops allow for discussion of case-study examples, questions and benchmark comparisons of participating organisations. The emphasis throughout is on the practical application of management theory. Workshops are held at Henley, but also at the workplace of the different organisations represented. This affords an opportunity to learn in more detail about the different organisations and the management challenges they face, and to hear from company representatives about their marketplace.</p> <p>These factors inform the development of the learning framework for the MBA, which will address a number of key dimensions of learning:</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>

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	<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 Consortium MBA programme will develop skills of application and analysis and increasingly develop the ability to synthesise and to evaluate knowledge.</p> <p>The following table summarises this learning framework. The Henley Consortium MBA will increasingly focus on the aspects of learning in columns 2 and then 3, whilst recognising that there will be elements of all 3 columns in every module or Stage of the programme.</p> <p style="text-align: center;">Summary of Learning Framework</p> <table border="1" data-bbox="1037 922 2022 1270"> <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</p>		1	2	3	Learner autonomy	Procedural	Personal	Critical	Level of learning (Bloom's Taxonomy)	Comprehension Knowledge reproduction	Analysis Application	Evaluation Synthesis	Learning approach	Surface	Strategic	Deep	Delivery method	Transmission	Transaction	Transformation	Learning Experience	Attending Apprehending	Investigating, Exploring, Discussing, Debating	Experimenting, Practising, Articulating, Expressing	Learning Activities	Behavioural	Scaffolded	Constructivist
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	<p>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 to test the acquisition of knowledge and understanding as well as its integration and application. It will provide a balance between formative and summative approaches, recognising the needs of the learner and the learning outcomes:</p> <ul style="list-style-type: none"> • Formative assessment is intended to provide opportunities for improvement, typically through feedback • Summative assessment contributes to the marks for a module, or the for programme as a whole <p>(NB some types of assessment may be purely formative, others purely summative, or may be a combination of both)</p> <p>Programme members will be assessed summatively throughout the programme by means of assignments or projects, examinations, and a research project, each of which has its own assessment purpose:</p> <ul style="list-style-type: none"> • Assignments or Projects: assess the development of subject knowledge and understanding, the application of that learning in relevant management contexts (typically the participant's own organisation) and where possible the integration of that learning across management disciplines. Some assignments also require groups to synthesise results across all of their individual assignments in order to develop common principles and promote understanding of other organisations. Assignments or projects will comprise 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 27% of the total marks for the Programme • Management Challenge (research-based practitioner project): assesses knowledge and understanding relating to the research topic and to the chosen research methodology. It will also assess the participants' ability to undertake relevant business research. The Management Challenge will comprise 25% of the total marks for the MBA programme. <p>Formative feedback will be provided on assignments and the Management</p>

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<p>3. The programme/ module provides opportunities for programme members to achieve the following outcomes:</p>	<p>3.i The following general teaching, learning and assessment strategies are used to enable programme members to achieve and demonstrate these outcomes:</p>
	<p>Challenge, but not on examinations.</p> <p>The Henley Consortium MBA programme will include three examinations, one in Stage 1 and two in Stage 2, and a research-based project (the Management Challenge) in Stage 3. The format of the assignments for the Henley Consortium MBA is detailed 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> <ul style="list-style-type: none"> i. Critical thinking and creativity: managing creative processes in self and others; organising thoughts, identifying assumptions, evaluating statements in terms of evidence, detecting false logic or reasoning, identifying implicit values, defining terms adequately, and generalising appropriately ii. Analysis: with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively iii. Synthesis: with critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline of management iv. Evaluation: has a level of conceptual understanding and awareness of ways of addressing dilemmas and choices that will allow him/her critically to evaluate research-based scholarship and practice and to argue alternative approaches v. Application: can demonstrate initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations vi. Problem solving and decision-making: establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the 	<p><i>Teaching and Learning Strategy</i></p> <p>Cognitive and intellectual skills, which relate to the proficient use of the mental skills required to interpret knowledge and understanding, will typically be developed in conjunction with the development of knowledge and understanding, and also through the formative and summative and assessment of knowledge and understanding outcomes.</p> <p><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. The areas of the syllabus where cognitive and intellectual skills will be developed are detailed in the attached document.</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 strategy are used to enable programme members to achieve and demonstrate these outcomes:</p>
<p>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></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 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 	<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>The areas of the programme where these behavioural skills will be developed are detailed in the attached document.</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 and 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. The Personal Development Plan will reflect the needs of the sponsoring organisation and the individuals own development objectives within the company and will, in most cases, be developed with the course participants own line manager who will also be able to review the progress of the plan.</p>

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3. The programme/ module provides opportunities for programme members to achieve the following outcomes:	3. The following general teaching, learning and assessment strategy are used to enable programme members to achieve and demonstrate these outcomes:
<p>appropriate and organising priorities efficiently; sensitivity to diversity in people and different situations; the ability to continue learning</p> <p>viii. Learning: is able to use full range of learning resources and learns through reflection on practice and experience in both face-to-face and virtual learning contexts</p> <p>ix. Ethics and values management: recognising ethical situations, applying personal and organisational ethical values to situations and choices, managing the implications of dilemmas and working proactively with others to formulate solutions.</p> <p>x. Leadership and performance management: selecting appropriate leadership style for situation; setting targets, motivating, monitoring performance, coaching and mentoring, continuous improvement</p> <p>xi. Autonomy: is independent and self-critical learner, guiding the learning of others and managing own requirements for continuing professional development</p> <p>xii. Technical expertise: has technical expertise, performs smoothly with precision and effectiveness; can adapt skills and design or develop new skills or procedures for new situations</p> <p>xiii. CIT: effective use of communication and information technology</p>	

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4 – Programme Coverage		
The programme is structured in 3 stages, each stage building cumulatively towards the MBA.		
4.1 Stage 1: The Postgraduate Certificate	4.2 Stage 2: The Postgraduate Diploma	4.3 Stage 3: The MBA
<p>The focus of Stage 1 is ‘Managing the Organisation’. Participants are provided with a better understanding of the reality of management in the 21st century and the role of the Manager. There is an explicit focus on learning and on the role of the manager. There are four subjects in Stage 1:</p> <p>Dynamics of Management develops concepts and behaviours that support the changing role of management and leadership. The content will help members to develop insight into the nature and dynamics of current and future work, and integrated approaches, built essentially around principles that underpin effective actions and behaviours. It will focus on practical application in the context of an increasingly uncertain and turbulent business environment, whilst maintaining a rigorous theoretical base. The module supports the MBA Programme learning journey and subsequent modules and activities, by developing key foundations on which later modules will build.</p> <p>Managing People and Performance considers managers and their engagement with individuals, teams and organisations and how this can impact on and drive performance. The module explores issues around the scoping, creating, reviewing and embedding of performance at the individual, organisational and strategic level in a range of contexts</p>	<p>Stage 2 has a focus on ‘Making Business Choices’ and is more explicitly commercial and strategic. There are 5 subjects in Stage 2.</p> <p>The Global Business Environment aims to equip the learner with a sophisticated understanding of the global business environment of the 21st century and an ability to identify the drivers and their impact at different levels. It adopts a pluralistic approach to analysing the world from different standpoints and uses a number of ‘entry gates’, including macroeconomics, politics and technological change. It addresses key issues and debates as well as the main unresolved dilemmas. It explicitly includes the broader impact of business on society and the environment.</p> <p>Strategic Marketing deals with the challenge of building and maintaining relationships with the organisation’s various stakeholders including customers, suppliers, partners or employees. It goes beyond transactional models of product marketing to focus on marketing in services and knowledge-based industries as well. It takes an international perspective to marketing and deals with the challenges of marketing in business-to-business situations as well as consumer and non-profit contexts. Key themes include brands, customer relationship management, reputation, marketing communications,</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,</p>

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<p>including international contexts. The discussion embraces issues such as the impact of context and culture, understanding human behaviour and motivation, leadership, managing elements of performance, coaching, training, development and organisational learning, team-working and talent management all of which are key to managing within contemporary organisations.</p>	<p>electronic and mobile commerce and consumer behaviour</p>	<p>responsibility and value creation will be linked through a focus on understanding stakeholder relationships.</p>
<p>Managing Processes, Systems and Projects takes a systems approach to the integration of operations management and information systems management. Systems and processes are viewed as the key enablers of business strategy and programme members gain an understanding of how systems fit together and of the complexity and tension in systems. The focus is on performance, innovation and change processes. Key topics covered include- business process mapping, value chains, make or buy decisions, capacity management, quality processes, continuous improvement and knowledge management.</p>	<p>Corporate Finance and Governance is concerned with financial and strategic decision-making to meet the organisation's objective of value creation, and the senior management's governance role for achieving it. This module provides managers with the skills and competences to be able to perform at the highest level in strategic decision-making in their organisations. It introduces the key concepts that management needs to address in fulfilling its financial duties of managing capital to create value while being responsible and practising good governance. It builds on the other MBA modules, in particular MFR, to provide a framework and uses relevant concepts to examine how corporate finance supports the strategic direction of organisations, its accountability and relationships with its interest groups. Key themes in this module include: value creation, business valuation principles and measurement, cost of capital, risk assessment, risk assessment, ownership structure, value-based management, emerging markets, real options, the development of corporate governance practice and governance framework and link to value creation.</p>	<p>An Elective is selected from a list of subjects. As with the Elective in Stage 2, these subjects focus on topics of current or future importance to organisations, which are either too new to have found their way into the core syllabus or usefully extend the treatment in the core modules to permit greater specialisation The list of topics reflect the research interests of Henley faculty and is subject to continuous revision. The current list includes, for example:</p>
<p>Managing Financial Resources integrates the study of accounting, finance and microeconomics. It enables managers to be financially literate and confident in participating in financial decision-making and assessing business performance. It introduces the key concepts in these areas that managers need to understand to be able to function effectively and to understand the business context in which financial decisions are made. Key themes include Financial Statements, Financial Planning and Budgeting, 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</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>

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4 – Programme Coverage		
<p>Accounting and Decision Making, Financial Analysis and Valuation, Demand and Supply Analysis, Cost Analysis and Market Structure.</p>	<p>contexts and situations. It addresses the challenge of managing organisations strategically in unpredictable environments. Key themes and concepts include Resources and Capabilities, Competition and Collaboration, Diversification and Focus, Emergent and Deliberate Approaches, Strategy as Narrative, Complexity Theory and Real Options.</p>	<p>for the Management Challenge in Stage 3. Key topics are Research Approaches, Research Design, Literature Reviews, Data Collection and Analysis, Research Writing.</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>The Management Challenge offers programme members the opportunity to build on and extend elements of their learning from the programme. It is designed to explicitly draw on the work that they have done during the Manager as Investigator module as well as other elements of the MBA. The Management Challenge is a research-based project that requires programme members to apply a range of knowledge and skills to a real organisational issue or problem and, through rigorous analysis, generate relevant and practicable solutions or recommendations. In developing the Challenge programme members are required to use their intellect, self-discipline and organisational skills in a self-managed way to produce a piece of work that demonstrates they can work at Masters level and add value to the organisation for whom they undertake the challenge as well as their managing their own learning and development.</p>
<p>The Personal Development process runs through all Stages of the Henley MBA</p>	<p>The Personal Development process runs through all Stages of the Henley MBA</p>	<p>The Personal Development process runs through all Stages of the Henley MBA</p>

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

The School's Teaching and Learning Strategy recognises that each specific MBA programme will develop an approach to teaching and learning that is appropriate to a particular mode of study, whilst reflecting the distinctive emphasis of Henley. 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

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6. Support for programme members and their learning	Henley Consortium MBA
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. Workshops are held at sponsoring company locations allowing for company speakers to address the group and for company visits to give an insight into other organisations.
Case Studies	Included in teaching materials and used in workshops. Case-studies will include those of the participating companies.
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 5,000 words in length, but integrated assignments will be 8,000-words if 2 subjects are covered or 10,000-words if 3 or more subjects are included). Electives are assessed by individual assignments (typically 2500-word) ○ 3 examinations: one in Stage 1 (not covering Dynamics of Management) and two in Stage 2 (not covering the Elective). Stage 3 subjects are not examined. ○ Management Challenge 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 ○ Personal development – formative but required assessment involving personal development planning and review and reflection on learning
Tutor to support Learning and Development process	Subject Tutors (including e-tutors) Workshop Tutors Marking Tutors Supervising Tutors (for the Management Challenge)
Dedicated e-learning programme area	A dedicated e-learning programme area will be provided for each group.
Library resources	Virtual and physical
Programme handbooks	A Programme handbook detailed all elements of the programme will be provided at the first workshop.
Opportunities for overseas experiences	Some workshops may be held at locations throughout Europe, and possibly other, further, locations.

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7. Programme Registration and Commitments	
Examinations take place in Stage 1 and Stage 2	Examinations will take place four times per year
Numbers of months to scheduled completion	33 months
<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) <p>Notes:</p> <ul style="list-style-type: none"> ○ Registration is subject to satisfactory progress through the programme and programme members who have not made satisfactory progress may be deregistered (see re-registration below) ○ Programme members, including those who are registered for the MBA may take a break of up to 2 years between each Stage. ○ Programme members who withdraw from the Programme for reasons other than academic performance may be able to re-start the Stage in which they withdrew, within a period of 2 years. Cases will be considered on an individual basis ○ Programme members may apply to the School Registrar for abeyance in exceptional circumstances 	Programme Registration details will be as D/L mode
Re-registration	Programme Registration details will be as D/L mode

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7. Programme Registration and Commitments

Assessment breakdown

Participants will be assessed formatively and summatively throughout the programme.

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

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

The following assessments will be used in the Henley Consortium MBA:
The proportion of summative group and individual assessment by subject is presented in the following table

Table: Individual and Group Assessment Weighting by Subject

Module assessment	Study hours	MBA Weight %	Requirement	Individual Element %	Group element %	Group weight in prog %
Dynamics of Management	100 hrs	3.3	5000 Individual report	100.0	0.0	0
Managing People and Performance (MPP)	150 hrs	10.0	Integrated group presentation + Individual report integrating 2 subjects	60.0	40.0	4.0
Managing Projects Processes and Systems (MPSP)	150 hrs					
Managing Financial Resources (MFR)	200 hrs	6.7	Group presentation + Individual report	75.0	25.0	1.7
Stage 1 Exam		13.3	Testing MPP MPSP and MFR	100.0	0.0	0
Strategic Marketing (SM)	150 hrs	5.0	Group presentation + Individual report	40.0	60.0	3.0
Global Business Environment (GBE)	100 hrs	13.3	Individual Integrated Management Project report covering 3 subjects	100.0	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 (LC)	100 hrs	4.3	Group presentation + Individual report	60.0	40.0	1.7
Reputation and Relationships (RR)	50 hrs	2.3	Group presentation + Individual report	60.0	40.0	0.9
Elective 2	50 hrs	1.7	Varies with subject	100.0	0.0	0
Manager as investigator	50 hrs		Proposal for management	100.0	0.0	0

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7. Programme Registration and Commitments						
Assessment Pass Mark and Weightings						
The pass mark for each subject or element of assessment, and for each stage is 50%.	and Management challenge	350 hrs	25.0	challenge plus 12-15,000 word project		
	Total	1800	100.0			11.3
Note: the acceptable range of word count for assignments and projects will be within –10% and +20% of the word count stated in the Assignment Guidance. (NB personal development is formative and therefore not included in this Table)						
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, 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.						

8. Admission requirements	
8.1	<i>Entry Criteria</i>
To qualify for entry to the programme, applicants must fulfil the core requirements outlined below:	
<ul style="list-style-type: none"> • Hold a degree from a British University, or its equivalent, • Have at least three years' management experience • Applicants without a first degree from a British University, or its equivalent, may be accepted onto the Diploma programme subject to at least 3 years management experience, or may be accepted onto the MBA programme subject to at least 10 years management experience 	
Management experience will be evidenced by at least three out of the following list of six types of managerial activity (not in any order of priority):	
1. Demonstrable involvement in shaping managerial decisions that affect events beyond standard daily operational activities.	

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8. Admission requirements

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 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 MBA
- No exemptions will be given for Elective subjects
- No exemptions will be given for the Henley Executive Certificate in Management
- Any subject exemption granted will not give exemption from the relevant examination including that subject
- Exemptions are not allowed where a subject is assessed by an integrated assignment (i.e. incorporating an assessment for another subject)
- The maximum exemption is from 2 subject modules

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8. Admission requirements

- Exemptions are only permitted for prior qualifications studied at a postgraduate and post-experience level or for agreed professional qualifications
- Holders of the Henley Diploma in Management may join the MBA programme within Stage 2 – see Section 8.4 below

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

8.3 *Certificates of Study*

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

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

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

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

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

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9. Syllabus Overview

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

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APPENDIX A

Qualifications for Entry to MBA

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

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

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

b) Other qualifications that 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): applications from 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

i) Exemption from individual Subjects in Stages 1 and 2 of the Henley Consortium MBA

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

Managing Financial Resources

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

Individuals who are members of one of the above professional bodies, may apply for an exemption. **Requests for exemptions are only considered at the time of application to join the programme.** When granted, applicants will not need to submit the individual assignment for that subject but must sit the whole of the Exam at the end of each Stage. For this reason programme members receive all materials. No fee reduction will be made.

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