

MBA

For students entering in 2012/3

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Henley Business School at Univ of Reading
Programme length:	1 years
Date of specification:	06/Sep/2012
Programme Director:	Dr Lucy Newton
Programme Advisor:	
Board of Studies:	Postgraduate Post-Experience Board of Studies
Accreditation:	AACSB, AMBA, EQUIS

Summary of programme aims

The Henley Full-Time MBA programme aims to prepare students for leadership positions by:

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

Transferable skills

The Henley Full-time MBA is an intensive and international MBA programme.

- It is designed to help students develop their international management competencies. It enables them to improve their effectiveness and maximise their contribution to an organisation whilst also helping them to achieve their career potential.
- Students on the programme are encouraged to think strategically about business and management in a global context.
- This is a highly participative programme, which combines personal learning and group work. It emphasises personal development but uses individual and team-based assessment.

The Full-time MBA is ideally structured to allow participants to connect their learning to current global, international and organisational issues. Over the twelve-month schedule of programme activities, there are opportunities to engage global and international managerial issues in programme activities that include an overseas study visit. The programme also aims to deliver personal development through group and individual mentoring and counselling, career guidance, facilitated team work and structured personal development inputs.

Programme content

Compulsory Modules

MWM001	Managing Human Resources	15	7
MWM002	Operations Management	15	7
MWM003	Financial Management	20	7
MWM004	Marketing Management	15	7
MWM005	Management in an International Context	15	7
MWM006	Strategy	15	7
MWM007	Leadership and Change Management	10	7
MWM008	Reputation and Responsibility	10	7
MWM010	Personal Development	-	7
MWM013	Study skills for managers	5	7

Either				
MWM015	Dissertation		40	7
Or				
MWM014	Business Project		20	7

Modules comprise core modules which address the fundamental topics within the subject area whilst the optional modules provide opportunity for students to engage in deeper study of specific topics. Optional Modules Students must choose optional modules to bring the total credit value to 185. A complete list of optional modules is available from the Programme Director, and a list of current options can be found in the relevant Programme Handbook. There is no guarantee that in any one year all modules will be available. New option modules may also be added.

Part-time or modular arrangements

Not applicable to this programme as it is a full-time study option (only). Registration period Students are registered to complete the MBA programme within a 12-month period. There is no option to buy additional registration time. The programme director can grant additional time (up to one month) if there are extenuating circumstances.

Progression requirements

If a student fails an assignment they are permitted to resubmit it once more thereafter. If a student fails an exam in either stage one or stage two, they are permitted to re-sit it in August/September. The dissertation or business project should be submitted by mid-September or by a month thereafter if there are re-sits. If a student fails an assessment twice, this is deemed as a course failure.

Summary of Teaching and Assessment

Teaching is organised in modules. The method of delivery varies among modules, especially in terms of the proportions of time allocated to lectures, seminars and computer-room sessions. All modules are part-assessed via a multiple-choice test or coursework that can take a variety of forms. Final assessment normally involves a written examination, and also incorporates coursework marks. One exception is the C++ for Financial Engineering module which is fully assessed by coursework. The full-time programme is taught over three 11-week terms. Stage 1 begins at the beginning of Freshers' Week in September of each year. Examinations for Stage 1 modules are held in Week 1 of the following spring term. Stage 2 occupies 10 weeks of the spring term and 2 weeks at the beginning of the summer term. Examinations for stage 2 are normally held in late April or early May.

The University's taught postgraduate marks classification is as follows:

Mark Interpretation

70 - 100% Distinction

60 - 69% Merit

50 - 59% Good standard (Pass)

Failing categories: 40 - 49%

Work below threshold standard 0 - 39% Unsatisfactory Work

For Masters Degrees (180 credits) To pass the MSc students must gain an average mark of 50 or more overall. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits. Students who gain an average mark of 70 or more overall and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall and have no mark below 40 will be eligible for a Merit.

For PG Diplomas (120 credits) To pass the Postgraduate Diploma students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits. Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be eligible for a Merit.

For PG Certificates (60 credits) To pass the Postgraduate Certificate students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 10 credits. After graduation, students may have the opportunity to get involved with various short-term numerical projects linked with investment banks and other financial institutions. Also, as the ICMA Centre has strong links with

several international research centres, exchange programs can be offered for interested students. Furthermore, some students will be able to collaborate with staff members undertaking research over the summer months, with the prospect of submitting research papers. The assessment of personal development will be formative in nature and is a required submission. Students will complete a personal development plan and will complete a review and reflection on their learning at the end of each Stage.

This MBA programme has an approach to teaching and learning that is appropriate to a particular mode of study, whilst reflecting the distinctive emphasis of Henley. Methods typically associated with learning transmission:

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

The intense, regular teaching programme is the backbone of the learning process for the Henley Full-time MBA. On-line learning resources extend the classroom interaction, providing resources that outline core theory and content or provide supplementary activities to embed learning. Text-based resources will be interspersed with multi-media materials containing video and audio files that include tutor discussions of topics, lectures and case examples from companies. To get full value from face-to-face events, participants are expected to familiarise themselves with the relevant material before attending. In addition there will be further suggestions for directed and self-directed study after workshops.

Admission requirements

To qualify for entry to the Henley Full-time MBA, applicants must fulfil the core requirements outlined below: A minimum of three years relevant post-graduate level full-time work experience

- A good first degree or equivalent professional or international qualification
- A well balanced GMAT (average score to be approximately 640)
- Evidence of competence in English - if English is not your first language we require IELTS (overall 7.0).

Candidates who have an IELTS score of 6.5 must complete the pre-session programme (6 weeks).

Under the category of equivalent qualifications are degrees from recognised international universities and a number of professional/vocational qualifications. No exemptions are permitted on the Full-time MBA.

Admissions Tutor: The programme director

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SEEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

The Blackboard portal is the virtual learning environment and supporting students studying on the Henley MBA programme. It is designed to allow students to work both together and as individuals in a single online workspace, and contains MBA learning materials as well as links to materials within the ARC Online.

Career prospects

Students have access to the central University services in terms of careers guidance; careers expertise within Henley Business School; and an exclusive internet based tool HENLEYnetworker aimed at raising the student

profile with international recruiters and major employers. They are offered a suite of workshops as part of the core programme and the chance to work on a placement in conjunction with their business project. Networking between students, the corporate links at the business school and with Henley Alumni is supported.

Opportunities for study abroad or for placements

At the end of stage 3 you will have the opportunity to attend a week-long study visit to an overseas location, where Henley has a developed network and strong footprint. You will also have a choice between completing a dissertation or carrying out an applied business project. Students who opt for the project will work in conjunction with a company (on a placement) and will be required to take an additional elective in stage two.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. 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
2. 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, including the management and development of people and HRM
3. The concepts and processes in core business areas, including: the production and marketing of goods and/or services; the management of resources and operations including the use of information systems; 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; the financial implications of strategic decisions, and their impact on corporate governance
4. The principles and applications of a range of research methods/techniques, both qualitative and quantitative, and an understanding of their strengths and limitations for providing information and evaluating options in an uncertain organisational environment.

Teaching/learning methods and strategies

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; Simulation

Assessment

Coursework, such as assignments, projects, group projects; written unseen examinations, seminar presentations: to provide knowledge of methods and principles used in business literature and cases and to promote the ability to appraise it critically.

Skills and other attributes

B. Intellectual skills - able to:

1. Numeracy and business research skills: including the use of models of business situations and ability to conduct research into business and management issues with the minimum of guidance.
2. Analytical and critical thought: with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively
3. 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

Teaching/learning methods and strategies

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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; Simulation

Assessment

Each module contains an element of building intellectual skills, with the dissertation and business projects being a critical assessment of skills related to synthesis and analysis. Assessment is undertaken by unseen written exam papers; practical assessments; case study analysis; projects; dissertation.

C. Practical skills - able to:

1. Work collaborative and effectively in 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
2. Demonstrate self-awareness and evaluation: is an independent and self-critical learner, aware of their impact on others and is reflective on own and others' functioning in order to improve practice and continuing professional development
3. Learning: is able to use the full range of learning resources and learns through reflection on practice and experience in both face-to-face and virtual learning contexts
4. Mastery in managerial 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.

D. Transferable skills - able to:

Teaching/learning methods and strategies

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; Simulation Over the course of the programme, face-to-face learning events directed at practical skills will use a mix of the following active learning techniques:; Socialisation processes; Team-based and individual problem; solving; Case study analyses; The use of creative arts (on-line and; video media, visual arts) to explore; business problems; Inquiry & problem-based learning; Guest speakers; Debates; Simulation and role-play activities; Company visits; Panel discussions Conferences; Personal reflection and coaching; conversations

Assessment

Each module contains an element of building practical skills, and in particular the personal development module focuses on a variety of such skills. Assessment is undertaken by unseen written exam papers; practical assessments; case study analysis; projects; dissertation; reflective assignments.

Teaching/learning methods and strategies

Assessment

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.