

## Henley MBA by Flexible Learning For students entering in 2012/3

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Henley Greenlands
Programme length:	5 years
Date of specification:	28/Sep/2012
Programme Director:	
Programme Advisor:	
Board of Studies:	School of Management, Greenlands
Accreditation:	

### Summary of programme aims

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

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

### Transferable skills

The Henley MBA by Flexible Learning is an intensive and international MBA programme.

It is designed to help members 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.

This international programme is conducted together with our partners in four continents: Asia, Europe, North America and Africa. Members 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. It is delivered in a format that is based around a learning journey for participants which integrates aspects of personal development that focus on individual and collaborative learning.

The MBA by Flexible Learning is structured to allow participants to continue working in full-time employment while studying and to connect their learning to current global, international and organisational issues. Over three stages of roughly one year each, there are opportunities to engage career stakeholders in managerial issues and in programme activities. Members will develop their own areas of interest and expertise in the elective pathways and the Management Challenge project and will focus on integrating their learning into their own personal development.

### Programme content

#### Stage 1

MKM1MPP	Managing People and Performance*	20	7
MKM1MPSP	Managing Processes, Systems and Projects*	20	7
MKM1FR	Managing Financial Resources	20	7
MKM1PD1	Personal Development 1	-	7
MKM1PD2	Personal Development 2	-	7

## Stage 2

MKM2SIB	Strategy and International Business*	20	7
MKM2CFG	Corporate Finance & Governance*	20	7
MKM2STMK	Strategic Marketing*	20	7
MKM2PD3	Personal Development 3	-	7

## Stage 3

MKM3LC	Leadership & Change	10	7
MKM3RR	Reputation and Responsibility	10	7
MKM3MNI	Manager as Investigator	5	7
MKM3MC	Management Challenge	35	7

\* indicates those modules with elective pathways

Modules comprise a module core, and in some modules, additional elective pathways. The module core addresses the fundamental topics within the subject area whilst the elective pathways provide opportunity for programme members to engage in deeper study of specific topics and contexts within the overall subject area.

### **Part-time or modular arrangements**

Members are enrolled within intakes and are expected to use a blend of individual and group self-study methods online and face-to-face at workshops. The workshop at the start of Stage 1 is compulsory. Each intake is built around a schedule of workshop dates, assignment due dates and examination dates. Within overall registration there is flexibility to complete assignments and exams at different rates. Members experience a total of up to 26 days contact time over three years and this is enhanced by support and follow-up tuition from online, local and personal tutors.

Additional support workshops may be made available during the three years.

### **Progression requirements**

Programme members must pass each assessment in a module with a minimum pass mark of 50%. Each module's assessment must be passed. It is expected that all the modules in each stage are completed prior to entry to the next stage of the MBA. Progression is managed by Programme Managers and Administrators and by the encouragement of personal tutors and peer learning teams. All personal development assessment must be submitted in order to progress. A programme member may be withdrawn due to lack of progression, which is at the discretion of the Programme Director.

One re-sit per stage is permitted.

Members registered on the Postgraduate Diploma may not proceed to Stage 3 without first completing all assessment at Stages 1 and 2.

The following form the options for assessment used in the MBA by Flexible Learning:

Individual assignments for all core subjects, which may cover single subject areas or integrate two or more subject areas. Individual subject assignments are typically 5,000 words in length and cover both the module core and elective pathway, where applicable. Integrated subject assignments may be longer. Assignments are based on member's own choice of organisation, predominantly the one for which they are working.

Two examinations are held, one in Stage 1 and one in Stage 2, which cover the module core. Personal Development and all Stage 3 subjects are not examined.

A Management Challenge individual research project. The Manager as Investigator is an integral part of this project and leads to the development of a mandatory proposal for the Management Challenge.

Personal development - formative but has a required assessment involving personal development planning and review as well as reflection on learning.

### **Summary of Teaching and Assessment**

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.

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, a review and reflection on their learning. Personal Development Tutors will provide developmental assistance and feedback to Programme Members. 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
- On the Flexible Learning mode of study, methods associated with transactional or transformational approaches to learning include:
  - Research
  - Collaborative learning
  - Co-operative learning
  - Case studies
  - Problem-based learning

Self-study, becoming more self-directed as the MBA progresses, is the primary form encountered on the Flexible Learning programme. This typically represents at least 50% of the total study hours. On-line learning resources extend the workshop 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, case examples from companies. On-line resources will be made available at the start of a Stage. To get full value from face-to-face events, members are expected to familiarise themselves with the relevant study material before attending. In addition there will be further suggestions for directed and self-directed study after workshops and in the tutor-monitored discussions forums.

For Masters Degrees

To attain the MBA members must gain a mark of at least 50% (or more) in each assessment including a mark of 50% or more for the Management Challenge.

Members may exit Stage 1 with a Post-graduate Certificate and Stage 2 with a Post-graduate Diploma.

### **Admission requirements**

To qualify for entry to the programme, applicants must fulfil the core requirements outlined below:

- Hold a 2.1 or higher degree from a British university or equivalent
- Have at least three years of management experience

Applicants without a first degree from a British University or its equivalent may be accepted onto the MBA programme subject to at least 5 years management experience

Under the category of equivalent qualifications are degrees from recognised international universities and a number of professional/vocational qualifications.

Management experience will be evidenced by at least three out of the following list of seven types of managerial activity (not in any order of priority):

Demonstrable involvement in shaping managerial decisions that affect events beyond standard daily operational activities.

- Co-ordinating the work of others in a team.
- Responsibility for meeting financial targets that rely on the efforts of more than one person.
- 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.
- A defined responsibility for improving the performance of people, processes or technology.
- A role that primarily achieves results through influencing others rather than through direct authority.
- Experience of working internationally or of relevant multicultural exposure.

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. In such cases the Admissions Panel will consider all of the relevant evidence including the applicant's seniority, responsibilities, qualifications, career progression, references and overall quality of application.

Under the category of equivalent qualifications are degrees from recognised international universities and a number of professional/vocational qualifications.

Permitted exemptions are shown at Appendix 2. Requests for exemptions are only considered at the time of application to join the programme.

The Admissions Tutor is the Programme Director.

### **Admissions Tutor:**

### **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 (SEECC), In-sessional 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](http://www.reading.ac.uk/student)

#### Support for members and their learning

Henley Business School provides a range of support for programme members and their learning. The Academic Resource Centre is the School's on-site information resource, holding an extensive and carefully selected collection of print and electronic resources. It is complemented by the online Learning Resource Centre, which provides remote access to a wide range of items, including business and management databases, reading lists, the Academic Resource Centre catalogue, online dissertations and MBA resources. IT resources in the Library are enhanced by the IT resources across campus.

The HenleyConnect portal is the virtual learning environment supporting students studying on the Henley MBA programme. It is designed to allow programme members to work together and as individuals in a single online workspace and contains MBA learning materials as well as links to materials within the Learning Resource Centre.

Pastoral care is provided from several sources including the Programme Manager and Personal Tutors. Each student is allocated a Personal Tutor, who has a number of roles including the provision of pastoral support to help them overcome any personal obstacles they encounter in the learning process, typically around work-life balance issues. Personal tutors also support the Personal Development element of the Henley MBA. In addition students are able, where necessary, to access some of the support services of the wider University, such as the Disability Office and the Study Advisors.

#### Career prospects

Henley Business School at its Greenlands campus offers an opt-in careers support service for self-funded candidates, as well as general access to events allowing networking between programme members and the corporate links at the business school.

#### Opportunities for study abroad or for placements

#### Programme Outcomes

##### Knowledge and Understanding

###### A. Knowledge and understanding of:

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

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

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

###### 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 paper-based materials
- Methods associated with transactional or transformational approaches to learning:
  - Research
  - Collaborative learning
  - Case studies
  - Problem-based learning

###### Assessment

Each module contains an element of subject-specific knowledge and understanding.

Please see Appendix 1 for a summary of the assessments pertaining to each module.

Cognitive and intellectual skills

- use of accounting for managerial and financial reporting applications; corporate finance
- the financial implications of strategic decisions, and their impact on corporate governance

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

### Skills and other attributes

#### B. Intellectual skills - *able to*:

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.

Analytical and critical thought: with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively

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

#### C. Practical skills - *able to*:

Work collaboratively 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

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

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

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

#### Teaching/learning methods and strategies

Methods typically associated with learning transmission:

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- Methods associated with transactional or transformational approaches to learning:
- Research
- Collaborative learning
- Case studies
- Problem-based learning

#### Assessment

Each module contains an element of building intellectual skills, with the Management Challenge being a critical assessment of skills related to synthesis and analysis.

Practical/behavioural skills

#### 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 paper-based materials
- Methods associated with transactional or transformational approaches to learning:
- Research
- Collaborative learning
- Case studies
- Problem-based learning
- Study visits

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

the organisations

- Inquiry and problem-based learning
- Use of the Virtual Learning Environment (HenleyConnect)

*Assessment*

Each module contains an element of building practical skills, and in particular the personal development module focuses on a variety of such skills.

**D. Transferable skills - *able to:***

**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.**