

**Flexible Executive MBA (Henley based) (part-time)**  
**For students entering in 2015/6**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Henley Greenlands
Programme length:	30 months
Date of specification:	26/Apr/2018
Programme Director:	
Programme Advisor:	
Board of Studies:	Post-Experience Postgraduate Programmes
Accreditation:	AACSB, AMBA, EQUIS

**Summary of programme aims**

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

1. Developing a strategic, holistic and integrated perspective of management, organisations and business context.

2. Developing knowledge and understanding of current and pervasive issues in business and management through access to thought leadership and leading edge practice.

3. Developing the knowledge, understanding and skills for management and leadership around three core themes:

Choices: that management and leadership is about making the right choices - both personal and organisational

Values: that character and integrity are as important as capability for managers and leaders

Critical thinking: that effective management and leadership require both innovative and critical thinking

4. Providing personal development opportunities to help programme members develop their management capabilities, their capacity for and commitment to continuous learning, and their capability to work in and to lead teams in different situations.

5. Integrating theory and practice through an approach to assessment that combines academic rigour with practitioner relevance through work-based assignments, examinations and a research-based management project.

**Transferable skills**

The Henley MBA aims to develop the following skills throughout the Programme:

1) To conduct rigorous and relevant research into business and management issues.

2) To develop skills in creative and critical thinking including analytical thinking, the ability to synthesise information and the ability to analyse quantitative and qualitative data.

3) To develop skills in managerial communication including listening, influencing others and in using oral and written communication in a wide range of contexts and using a range of media.

4) To work collaboratively and effectively in a group both as team leader and team member.

5) To demonstrate self-awareness as an independent, reflective and self-critical learner in a wide range of learning contexts and to be able to apply learning to new situations.

6) To develop capabilities to integrate knowledge and information across different internal and external business contexts.

**Programme content**

**Stage 1**

MNM1LPD1	Leadership & Personal Development	10	7
MNM1MPS	Managing Processes & Systems	15	7
MNM1FR	Managing Financial Resources	20	7
MNM1MP	Managing People	15	7
*	Research Skills	0	7
MNM1PD2	Personal Development 2	0	7

**Stage 2**

MNM2STR	Strategy	15	7
MNM2IB	International Business	15	7
MNM2STM	Strategic Marketing	15	7
MNM2RR	Reputation and Responsibility	15	7
MNM2PD3	Personal Development 3	0	7
*	Research Skills	0	7

### Stage 3

MNM3LC	Leadership & Change	10	7
MNM3EA	Elective choice A - Module OR	10	7
MNM3EB	Elective choice B - International Study Visit	10	7
MNM3RS	Research Skills	0	7
MNM3MRC	Management Research Challenge MRC choice A: Dissertation OR MRC choice B: Integrated Business Project	40	7
*	Personal Development 4	0	7

### Flexible Executive MBA - Pathway\*\*

#### *Management Research Challenge - Pathway*

MNM3MRC	MRC choice A: Dissertation	60	7
	Or		
MNM3MRC	MRC choice B: Integrated Business Project	60	7

\*There is no module code as this has no summative assessment only formative.

\*\*Available only where the programme is offered as a 200 credit MBA.

There are nine core modules and one elective module. The core module addresses the fundamental topics within the subject area. The elective module has two options: Choice A provides an opportunity for programme members to select a topic from a pool of elective modules that will enable them to engage in deeper study of specific topics and contexts within the core subject area. Choice B offers an opportunity to go on an International Study Visit organised by Henley Business School or one of its International Network Partners.

The final assignment on the MBA, the Management Research Challenge (MRC) also has two options as indicated above - MRC choice A: Dissertation, an original piece of academic research in an area of business or management, and MRC choice B: Integrated Business Project, an independent piece of practice-based research in business or management most often undertaken within the programme member's own organisation.

The programme can also be delivered as a *Pathway option* where the MRC module is delivered as a 60 credit instead of 40 credit module. The Pathway option is designed to provide the programme members with an extended research component of the programme related to their final assignment, the MRC. The additional credits would be allocated to provision of additional support in the Research Skills part of the module in stage 3 as well as additional support in developing the research proposal for the MRC module. This option is available only where the programme is offered as a 200 credit MBA.

### Registration

Programme members are scheduled to complete all three Stages over roughly 10 months each. Those registered for the Postgraduate Diploma have a maximum of 32 months to complete Stages 1 and 2. On successful completion, they may move onto the MBA and receive an additional 16 months' registration. Those registered for an MBA from the outset receive 48 months' registration and may, subject to satisfactory progress, apply for a further 12 months' at the end of their initial registration at an additional cost. Programme members will be de-registered if they do not complete their chosen programme within the allotted registration time.

### Part-time or modular arrangements

The Henley Flexible Executive MBA is an intensive and international MBA programme.

- It is designed to help members develop their management knowledge and competencies. It enables them to improve their effectiveness and maximise their contribution to an organisation whilst also helping them to achieve their career potential.

- Members on the programme are encouraged to think strategically about business and management in a global context.

- This international programme is conducted together with our partner network around the world.

- This is a highly engaging programme, which combines personal learning and group work. It emphasises personal development but uses team-based peer learning and support. It is delivered in a format that is based around a learning journey for participants which integrates aspects of leadership and personal development with management capabilities in addressing challenges across different aspects of the organisation.

The Henley Flexible Executive MBA is structured to allow participants to continue working in full-time employment while studying and to connect their learning to current global business and management issues.

Over three stages of roughly ten months 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 modules and the Management Research Challenge project and will focus on integrating their learning into their own personal development.

Programme members are enrolled within intakes and are expected to use a blend of individual, group and self-study methods online and face-to-face at workshops. The Leadership & Personal Development 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 examinations at different rates. Members experience a total of up to 24.5 days (27 days on the Pathway option) contact time over 30 months as shown in Appendix 1 and 2 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 study period.

### **Progression requirements**

#### **Progression Requirements**

Programme members must pass each module with a minimum mark of 50%. All modules are regarded as being of special significance. It is normally expected that all the modules in each stage are completed prior to entry to the next stage of the MBA. Progression is managed by the Programme Area Manager and Administrators and by the encouragement of personal tutors and peer learning teams. All Personal Development assessment must be successfully completed in order to progress. A programme member may be withdrawn due to lack of progression, which is at the discretion of the Programme Director.

Programme members who fail to achieve a 50% pass mark are permitted one re-sit/resubmission per module which must be taken within 6 months. Requests for extensions will be based on provision of evidence for extenuating circumstances.

Re-sits or resubmissions will be capped at 50% at module level, including examinations. The Examinations and Assessments Office will advise programme members when a re-sit and resubmission is required and policy regarding timing. The normal procedure on extenuating circumstances will apply to those seeking an extension for a re-sit and resubmission. If a programme member does not resubmit or re-sit within 6 months of the first assessment, without an agreed extenuating circumstance, a mark of zero will be awarded for that assessment.

Programme members who fail to achieve a 50% pass mark on a module that is assessed via multiple modes of assessment will be re-assessed by a single mode of assessment. Where an examination forms part of the original assessment, the single mode of re-assessment shall be a re-sit of the exam. Where a presentation or group report forms part of the original assessment, the single mode of re-assessment shall be the individual written report.

Programme members registered on the Postgraduate Diploma may not be registered on the MBA for Stage 3 until first completing the Postgraduate Diploma requirements in full.

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

#### **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

Further information on the classification conventions, including borderline criteria, is available at <http://www.reading.ac.uk/internal/exams/Policies/eva-class.aspx>.

#### **For Master's Degree:**

To attain the MBA programme members must gain a mark of at least 50% (or more) in each module.

To qualify for Distinction, programme members must gain an overall average of 70 or more over 180 credits (200 credits for the Pathway option) and a mark of 60 or more for the dissertation.

To qualify for Merit, programme members must gain an overall average of 60 or more over 180 credits (200 credits for the Pathway option) and a mark of 50 or more for the dissertation.

To qualify for Passed, programme members must gain an overall average of 50 or more over 180 credits (200 credits for the Pathway option) and a mark of 50 or more for the dissertation.

#### **For Postgraduate Diploma:**

To qualify for Distinction, programme members must gain an overall average of 70 or more over 120 credits. To qualify for Merit, programme members must gain an overall average of 60 or more over 120 credits.

To qualify for Pass, programme members must gain an overall average of 50 or more over 120 credits.

#### **For Postgraduate Certificate:**

To qualify for a Postgraduate Certificate, students must gain an overall average of 50 or more over 60 credits.

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

#### **Summary of teaching and assessment**

The following form the options for assessment used on the Flexible Executive MBA:

- Each module is assessed either through an individual or group assignment, or a written examination, or a combination of an examination and assignment. Modules may have multiple assessments made up of the above.
- Assignments are typically based on member's own choice of organisation, predominantly the one for which they are working.
- There is an examination at the end of Stage 1 for each of the 3 core modules. There is also an assessed assignment for each of these modules.
- Modules in Stage 2 and Stage 3 are assessed through assignments only.
- Personal Development is assessed through assignments which provide formative assessment and which is required for progression on the Programme.
- At Stage 3, the Management Research Challenge gives programme members the option to choose either an Academic Dissertation or an Integrated Business Project. In both options there is a requirement that programme members develop a research proposal but there is no summative assessment of the proposal.
- For the programme members enrolled on the 200 credit pathway MBA there is a mandatory requirement that a MRC proposal, developed as per the MRC assignment specifications, is submitted and approved.

Assessment of knowledge and understanding of outcomes and behavioural skills will be achieved via both summative and formative assessment and additionally through the personal development process that accompanies the academic learning journey.

The assessment of Personal Development will be formative in nature but has a mandatory submission.

Programme members will complete a personal development plan at the beginning of the programme followed by a review and reflection on their learning throughout the programme. Personal Development tutors will provide developmental assistance and feedback to Programme members.

The assessment of research skills will be formative in nature at Stages 1 and 2 and at Stage 3 is assessed by the proposal for the Management Research Challenge. All assessments must be completed to ensure progression throughout the programme.

#### **The following learning methods are employed on the Programme:**

- Workshops involving interactive 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
- Research
- Collaborative learning
- Case studies
- Problem-based learning

Self-study is the primary form encountered on the Flexible Executive MBA 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 and 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 discussion forums.

#### **Admission requirements**

##### **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):

1. An involvement in strategic planning and decision-making that affects events beyond standard operational activities.
2. A responsibility for co-ordinating the work of others in a team.
3. A 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 and technology.
6. A role that primarily achieves results through influencing others rather than through direct authority.
7. An experience of working internationally or of relevant multi-cultural 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.

The Admissions Tutor is the Programme Director and is responsible for final admissions.

### **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, In-session English Support Programme, the Study Advice and Mathematics Support teams and IT Services. 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 the Support Centres. If a student has a general enquiry and is unsure where to seek help, they should visit their Support Centre. There are five Support Centres across the University, including one based at the London Road Campus. The Support Centre will be able to advise on matters such as extenuating circumstances, module selection, suspensions, withdrawals, timetable queries and transferring programme. The Support Centre will also be able to signpost students to Carrington building where other University services related to disability, financial support, counselling and wellbeing, accommodation and careers can be found. More information on what student services are available can be found here: <http://student.reading.ac.uk/essentials>.

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 Blackboard Learn platform is the virtual learning environment supporting programme members 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 programme member 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. In addition programme members 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 a careers support service, as well as general access to events allowing networking between programme members and corporate links at the business school.

Opportunities to study abroad

Programme members can attend an optional study visit, which may be linked to an elective at Stage 3.

### **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 members can attend an optional study visit, which may be linked to an elective at Stage 3.

### **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 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.

##### *Assessment*

#### **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

##### **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

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:**

1. 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
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:**

1. Communicate effectively in a variety of contexts, including written reports and oral presentations
2. Use information and communications technology effectively both to support learning and effective communication
3. Develop skills for independent and continuous learning
4. Work effectively in teams to achieve a variety of goals and in a variety of contexts
5. Appreciate and manage cultural and other differences

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
- 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.

### **Teaching/learning methods and strategies**

The transferable skills will be developed through the teaching and learning processes and events noted in Sections A, B and C above, including the personal development process, and will be assessed as part of the ongoing programme assessment framework noted in Appendix 1.

#### *Assessment*

6. Demonstrate skills in critical thinking and analysis and assess the validity and reliability of evidence in a wide range of contexts
7. Manage personal resources such as time, energy and networks to achieve personal and other agreed goals

Evaluate own strengths and weaknesses, in particular against managerial competences, and develop skills in self-awareness and reflection

**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.**