

**HENLEY BUSINESS SCHOOL
PROGRAMME SPECIFICATION FOR THE MASTERS IN BUSINESS AND MANAGEMENT RESEARCH**

HENLEY BUSINESS SCHOOL

MASTERS PROGRAMME SPECIFICATION

MSc IN BUSINESS AND MANAGEMENT RESEARCH

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1. Masters in Business and Management Research					
1.A. Awarding Institution	1.B. Teaching Institution	1.C. Programme accredited by	1.D. Final Award	1.E. UCAS Code	1.F. QAAHE Benchmark Group
<i>Henley Business School</i>	<i>Henley Business School</i>		Master of Science (MSc)		
1.G Programme Description					
<p>The Henley MSc in Business and Management Research is a postgraduate qualification for experienced and practicing managers seeking to develop their knowledge and ability to undertake rigorous and relevant research in management and organisational contexts and to enhance their performance as reflective practitioners at senior level in organisations. In addition to providing a broadly based understanding of the principles and practice of business and management research it recognises that the researcher in business and management must apply that understanding in practical research projects and in an ethical manner. The MSc in Business and Management Research also provides participants with opportunities for the development of personal and research competencies. The programme is international in scope and participation and it is delivered in a part-time modular format, employing a range of learning approaches, at Henley Business School over an 18-month period. Suitably qualified graduates may be able to progress to the Henley Doctor of Business Administration programme.</p>					

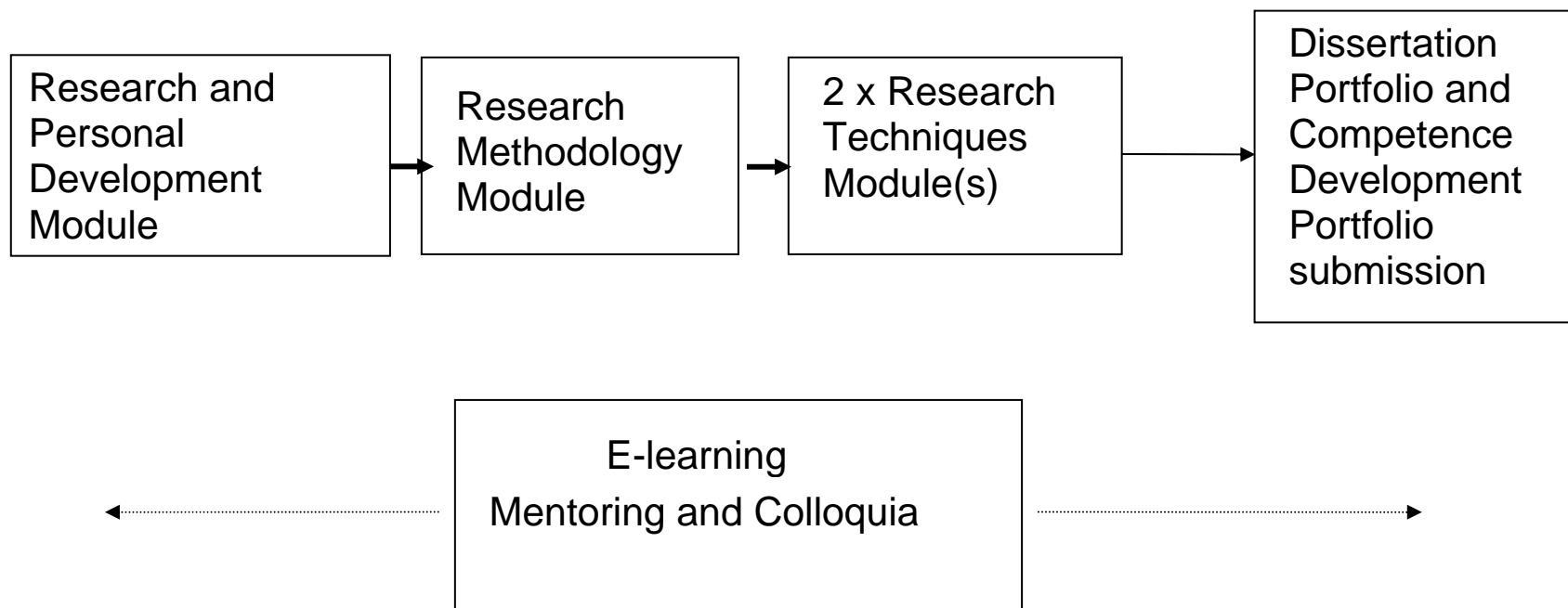
2. Educational Aims of the Programme

The aim of the Henley Masters in Business and Management Research is to enable individuals, who will already have management experience but who may have a wide range of prior academic backgrounds, to enhance their capability to undertake research either as a means of entering doctoral-level study, or to undertake research or consultancy in an organisational context. It provides a broadly-based understanding of the principles and practice of business and management research, its main approaches and methods, as well as of the context of that research. The MSc programme will build on prior experience and qualification through a structured programme of study that seeks to enable Programme Members to:

- i. Provide a foundation for rigorous and relevant research in business and management
- ii. Develop a deep understanding of the basic principles of research design and strategy that will include of the formulation of research problems and the evaluation of alternative approaches to research
- iii. Develop an understanding of the alternative philosophical and epistemological positions that provide the context for theory construction, research design and the selection of appropriate analytical techniques
- iv. Develop an understanding of existing research in the field of business and management
- v. Develop competence in the application of a wide range of techniques and methods for research in business and management
- vi. Enable Programme Members to understand and to analyse management research data using appropriate techniques
- vii. Develop capabilities for managing and organising a research project, including writing up and disseminating research, in a way consistent with professional practice and ethical principles
- viii. Develop enhanced self-awareness, critical self-reflection, a commitment and capability for continuous learning, both collaborative and independent, and provide relevant personal development
- ix. Study in depth of an academic discipline or subject area that is relevant to the intended field of research

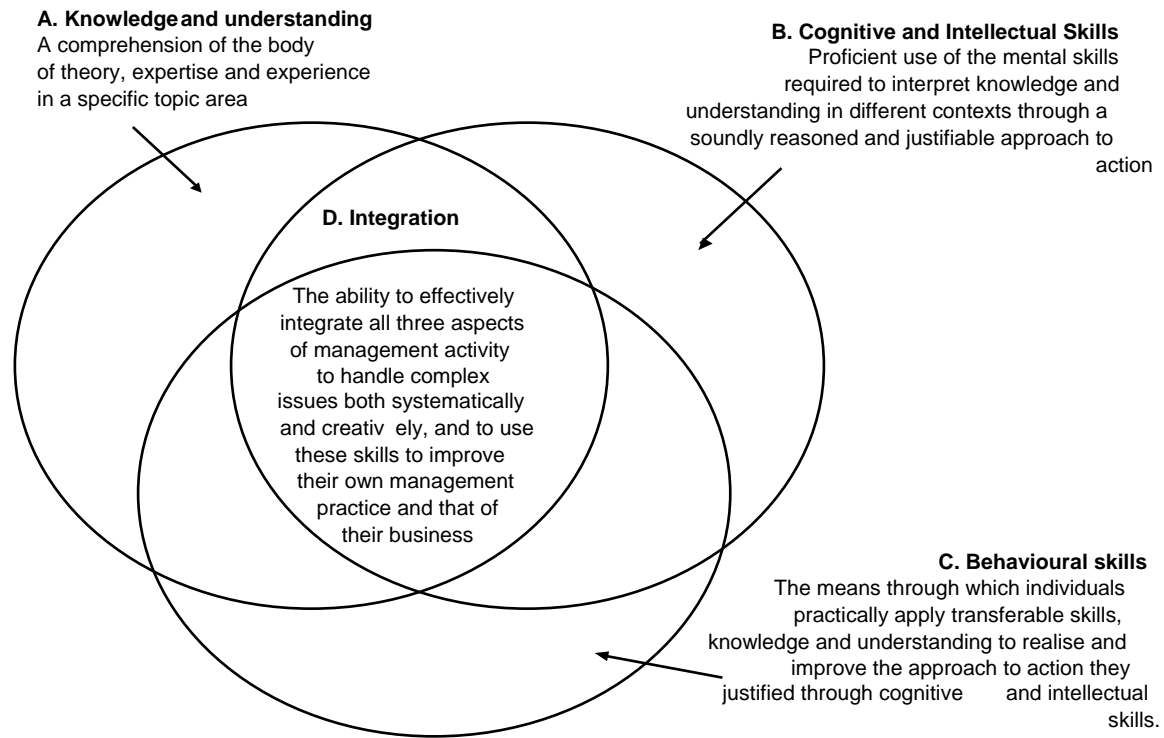
The educational aims are achieved through the following structure:

Duration: 18 Months



The programme delivers the three major categories of learning outcomes

By following the programme structure outlined above, 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 3. The contribution of each subject to this is outlined in section 4.



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<p>3. The programme/ module provides opportunities for students to achieve the following outcomes:</p>	<p>3.i The following general teaching, learning and assessment strategies are used to enable students 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 and critical awareness of current and pervasive issues relating to research in business and management. In particular, graduates will demonstrate their knowledge and understanding in the following areas:</p> <ol style="list-style-type: none"> I. The range of knowledge, theory, specialisms and philosophical paradigms that underpin research in the field of business and management II. Qualitative and quantitative approaches to research and their related epistemological perspectives III. The main research methodologies used by researchers in business and management research, including experimental design, action research, survey methods and ethnographic approaches IV. A wide range of research methods including questionnaires, interviews, observation, textual and discourse techniques simulation and secondary data processing V. Techniques for analysing qualitative and quantitative data using information technology and appropriate software VI. The ethical dimension of research in business and management VII. The research process and research project planning 	<p><i>Teaching and Learning Strategy</i></p> <p>Knowledge and understanding outcomes will be developed throughout the Programme, by means of residential workshops, associated e-learning and guided and self-directed study.</p> <ul style="list-style-type: none"> ○ The Research and Personal Development Workshop and associated e-learning modules will develop outcomes A.I, A.VI, AVII, and A.VIII in particular ○ The Research Methodology Workshop and associated e-learning modules will develop outcomes A.I, A.II, A.III, A.VI and A.VII in particular ○ The Qualitative Research Techniques Workshop and associated e-learning modules will develop outcomes A.IV and A.V in particular ○ The Quantitative Research Techniques Workshop and associated e-learning modules will develop outcomes A.IV and A.V in particular <p>Programme Members will be expected to develop an increasingly self-directed approach to learning.</p> <p><i>Assessment strategy</i></p> <p>Summative assessment of knowledge and understanding will be achieved through the Research Concept Paper, Research Methods assignments, Competence Development Portfolio and the Dissertation Portfolio. Written feedback will be provided and assessment criteria are published. Formative feedback will also be provided by tutors and mentors, for example following presentations at residential workshops – including the compulsory presentation on research progress at the Research Methodology Workshop.</p>

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<p>3. The programme/ module provides opportunities for students to achieve the following outcomes:</p>	<p>3. The following general teaching, learning and assessment strategies are used to enable students 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 ability to create, identify, and evaluate options; the ability to implement, review and critically reflect on decisions vii. Managing information and knowledge: scanning and organising data, abstracting meaning from information and sharing knowledge viii. Specific research-relates skills: including performing a literature search and completing a literature review, and techniques of quantitative and qualitative analysis, using appropriate information technology and computer software 	<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.</p>
<p><i>C Behavioural skills</i></p>	<p><i>Teaching and Learning Strategy</i></p>

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<p>3. The programme/ module provides opportunities for students to achieve the following outcomes:</p>	<p>3. The following general teaching, learning and assessment strategies are used to enable students to achieve and demonstrate these outcomes:</p>
<ul style="list-style-type: none"> i. Collaborative working: can work effectively and sensitively within a group, clarifying tasks, recognising and making best use of the capabilities and contributions of others, to gain maximum group performance 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 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. Personal effectiveness: self-awareness and self-management; time management, delegating where appropriate and organising priorities efficiently; sensitivity to diversity in people and different situations; the ability to continue learning vii. Learning: is able to use full range of learning resources and learns through reflection on practice and experience viii. Ethics and value 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. ix. Autonomy: is independent and self-critical learner, guiding the learning of others and managing own requirements for 	<p>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 subject modules</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 competence development process that accompanies the academic learning journey. The assessment of personal development is both formative and summative in nature, and the Competence Development Portfolio is a key component of Programme assessment. Mentors provide development assistance and feedback to Programme Members throughout the Programme and also mark the Competence Development Portfolio.</p>

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<p>3. The programme/ module provides opportunities for students to achieve the following outcomes:</p>	<p>3. The following general teaching, learning and assessment strategies are used to enable students to achieve and demonstrate these outcomes:</p>
<p>continuing professional development</p> <p>x. 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>xi. CIT: effective use of communication and information technology</p>	

4 – Programme Coverage

The programme offers a planned series of inputs for Programme Members that provides a thorough grounding in research techniques and methodology. The teaching inputs are structured around 4 workshops plus e-learning support. The workshops, together with their outline content are as follows, and attendance at each is compulsory:

- Research and Personal Development: introduction to the Programme and assessment, key research issues in management, introduction to research (research design and practice), using software in research, evaluating research, collaborative group working, developing an initial Competence Development Plan
- Research Methodology: research and philosophy, research dilemmas, research design, qualitative and quantitative methodologies, research proposals
- Qualitative Research Techniques: qualitative research design, approaches to qualitative enquiry, data collection and methods, data analysis and software, writing a qualitative study, validation and evaluation
- Quantitative Research Techniques: the role of theory and theory building, quantitative research design, measurement and scaling, questionnaire design, introduction to statistics and statistical software, descriptive statistics and examining data, multivariate statistics, correlation, multiple regression analysis, and factor analysis, structural equation modelling

In addition e-learning support will be provided to cover the following subjects:

- 'Research Methodology
- Qualitative Research Techniques
- Quantitative Research techniques

Each will provide a series of activities to develop particular aspects of subject knowledge or skills relating to each of the subject area, and will provide the opportunity for both collaborative working and contact with subject experts

5. Types of learning activity used to enable outcomes to be achieved
Face to face workshops Facilitated on-line discussions activities Guided self-study Independent self-study e-learning Problem-based learning Research

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6. Support for students and their learning	Masters in Business and Management Research
Workshops	<p>Four compulsory workshops:</p> <ul style="list-style-type: none"> ○ A 6-day introductory block – ‘Research and Personal Development’ ○ A 5-day residential workshop covering Research Methodology ○ A 5-day Qualitative Research Techniques workshop ○ A 5-day Quantitative Research Techniques Workshop <p>In total there are 21 days of workshops</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. There will be a 1-hour interview for each Research Associate to provide feedback on the Competence Development Plan and Research Concept Paper following the RPD workshop. All Panel Interviews will be scheduled approximately 6-8 weeks after the RPD Workshop 2. Research Associates will be expected to make a presentation on their research progress at the Research Methodology Workshop 3. Research Associates will be expected to attend Colloquia at Henley Business School and to make at least 1 presentation per year, in person or virtually, on their research. 4. Additional optional events are provided including ‘Research Clinics’ and skills development workshops
Additional Tutor support for learning and development process	<p>Each Programme Member will have a Mentor for the duration of the programme who will provide support for the development of the Dissertation Portfolio and for the Competence Development Plan and Portfolio in particular</p> <p>In addition Programme Members will be expected to attend Colloquia at Henley Business School</p>
E-Learning Resources	Each cohort on the MSc will have access to an e-learning resource within which each self-guided and tutor-supported e-learning activities and additional resources will be available
Materials	Each workshop has core and additional readings delivered by a combination of textbooks and e-learning resources
Assessment	There are four components to the summative assessment on the Programme: Competence Development Plan and Research Concept Paper, Research Methods Assignments, Competence Development Portfolio and Dissertation Portfolio (see Section 9 for more details)
Tutor support for learning and development process	Tutors deliver Workshops, provide e-learning support and undertake assessment Mentors provide support for Competence Development Plan and Portfolio and for Dissertation Portfolio
Library resources	Virtual and physical
Course handbooks	Including: Programme Guide, Course Organiser, Guide to Studying

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7. Programme Registration and Commitments											
a) Registration and Extension of Registration Periods											
Numbers of months to completion	18 months NB the workshops will be scheduled over a 15-month period										
Course members registered for	36 months										
Re-registration	9 months with justification (to a total of 45 months)										
b) Study Hours											
1800 hours	<table border="1"> <thead> <tr> <th>Learning Activity</th> <th>Approximate Study hours</th> </tr> </thead> <tbody> <tr> <td>Workshops other direct tutor contact</td> <td>280</td> </tr> <tr> <td>Self-study: guided and e-learning</td> <td>700</td> </tr> <tr> <td>Personal reflection and self-directed study</td> <td>820</td> </tr> <tr> <td>Total</td> <td>1800</td> </tr> </tbody> </table>	Learning Activity	Approximate Study hours	Workshops other direct tutor contact	280	Self-study: guided and e-learning	700	Personal reflection and self-directed study	820	Total	1800
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8. Assessment

a) Assessment breakdown

There are four components to the summative assessment on the Programme, several with a number of elements:

- 1) Competence Development Plan to achieve 2 targets (1500 words) and Research Concept Paper (1500 words)
- 2) Two individual assignments on Qualitative and Quantitative Research Methods (3,000 words each)
- 3) Competence Development Portfolio
- 4) Dissertation Portfolio, comprising:
 - o Working Paper (relating to literature review (4000 words)
 - o Thesis Critique (3000 words)
 - o Research proposal (14,000 words)
 - o Report on an empirical pilot study (4000 words)

The pass mark for the individual assignments in Stage 1 is 50%. All other work will be ungraded, but assessed as 'acceptable', 'meets basic requirements', 'fail - minor amendments required', 'fail - major amendments required', or 'unacceptable'.

The assessment weighting by component will be as follows:

Assessment	Credits	Weighting in Programme %
Competence Development Plan Research Concept Paper	10	6
Qualitative and Quantitative Research Methods Assignments (x2)	20	11
Competence Development Portfolio	40	22
Dissertation Portfolio: <ul style="list-style-type: none"> o Working Paper (relating to literature review) o Thesis Critique o Research proposal o Report on an empirical pilot study 	20 20 50 20	11 11 28 11
Total	180	100

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b) Resits and Resubmissions

- Data Analysis Assignments: only 1 element may be resubmitted within 2 months
- Competence Development Plan and Research outline: one resubmission allowed within 2 months
- Competence Development and Dissertation Portfolios: Each element of the Portfolio may be resubmitted on one occasion, subject to the amendments required. Elements that do not meet the assessment criteria will be assessed either as 'minor amendments required' or as 'major amendments required'. Minor amendments may be resubmitted within 2 months and major amendments within 6 months. However, the Research proposal may only be re-submitted where 'minor' amendments are required. A Research Proposal that requires major amendments will be deemed a course fail.

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9. Admission requirements

Applicants for the MSc in Business and Management Research should:

- i. Hold a first degree from a British University, or its equivalent
- ii. Have at least three years' relevant management experience

Under the category of equivalent qualifications are degrees from recognised foreign 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.