

Programme Specification

Programme Title: MSc Enterprise Information Management
For students entering from 2011 onwards

Awarding Institution:	The University of Reading
Teaching Institution:	Henley Business School, The University of Reading
Programme length:	24 months
Date of specification:	5 September 2010
Programme Director:	Dr Sharm Manwani
Board of Studies:	School of Management at Greenlands
Accreditation:	EQUIS, AACSB

Summary of programme aims

The MSc in Enterprise Information Management is a postgraduate, post-experience qualification programme that aims to give participants the capability to build successful information technology (IT) careers in a rapidly changing business world. IT is a key management discipline that impacts on all of an organisation's activities. The programme emphasises the business context of IT and recognises the need for managers to make choices that are both evidence based and that demonstrate personal sensitivity.

It does this by providing a thorough grounding in the professional disciplines of business information technology. The programme combines theory with current thinking from a range of sources. It focuses on the professional and personal development of participants as well as on leading-edge thinking and practice in IT. We aim to help course members build their personal skills, business knowledge and professional capability.

We believe that learning comes through the application of newly acquired knowledge to real management problems, so this programme is designed to help course members contribute to the success of their own organisations, by creating a bridge from theory to practice. Accordingly, the programme uses practical assignments based on rigorously applied current thinking to ground the learning within the working environment.

The programme is delivered in a part-time modular format, which encourages and requires both independent and collaborative scholarship. We expect course members to address problems holistically, to think conceptually and reflect critically on the learning experience. Integral to this process is collaborative learning, where we aim to draw on the expertise and experience of course members to develop more robust and rounded thinking.

Transferable skills

The programme requires extensive self-study in addition to the taught modules, which includes independent reading, learning group activities, e-learning activities, and personal reflection and application in the workplace. By following this programme participants will have the opportunity to develop a variety of skills and expertise, which fall into three major categories.

- Knowledge and understanding: a comprehension of the body of theory, expertise and experience in a specific topic area.
- 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.
- Behavioural skills: the behaviours through which individuals apply skills, knowledge and understanding to realise and improve the approach to action they justified through cognitive and intellectual skills.

The programme will offer participants the ability to effectively integrate all three aspects of management activity to handle complex issues both systematically and creatively and to use these skills to improve their own management practice and that of their business.

Programme content

Module code	Module title	Credit	Level
Stage 1			
MPM1BITA	Business and IT Alignment	15	7
MPM1ENTARC	Enterprise Architecture IT Capabilities, Skills and Sourcing	15	7
MPM1EIMEX1	Stage 1 Exam	30	7
Stage 2			
MPM2PPM	Projects and Programmes Change Manager	15	7
MPM2RSD	Requirements and Solutions Design Performance Benefits and Service Management	15	7
MPM2EIMST2	Stage 2 Exam	30	7
Stage3			
MPM3MNI	Manager as Investigator		
MPM3MCDRAFT	MC Draft Holistic Enterprise Information Management		
MPM3MCEIM	Management Challenge	60	7

Part-time/modular arrangements

The programme is delivered on a part-time modular basis with a minimum of 28 contact days. It has been designed for Deutsche Telekom.

Progression requirements

The pass mark for all assessments is 50%. Programme members who fail an assessment may re-submit a maximum of one assessment per stage. Each stage has an equal weight towards the assessment of the overall programme. Course members must pass all modules within a particular stage and it is expected that all the modules in each stage are completed prior to entry to the next stage of the MSc. Progression is at the discretion of the programme director. Programme members may not proceed to Stage 3 without first completing all assessment at Stages 1 and 2.

The assessment used in the MSc for each stage in the programme is as follows:

- In both Stage 1 and Stage 2, the subjects are assessed by assignment for first two modules followed by an integrated exam with module 3 at the end of the stage.
- Stage 3 assessment includes a review of relevant cases, a research proposal report and a Management Challenge project report.

All assessment is conducted individually. See Appendix 1.

Summary of teaching and assessment

Assessment of knowledge and understanding outcomes, which relate to comprehension of the body of theory, expertise and experience in a specific subject area, will be continuous throughout the programme and will provide a balance between formative and summative approaches. Programme members will be assessed summatively throughout the programme by means of assignments, an examination and a research project, each of which has its own assessment purpose. All assessments on the programme are completed individually.

Learning methods include:

- lectures and presentations: face to face or online with digital support materials
- self-study: directed and self-directed, online using web-based or paper resources
- academic and practitioner research
- collaborative and co-operative learning
- case studies
- problem-based learning

To attain the MSc programme members must gain a mark of at least 50% for all modules within a stage, and an exam result of at least 50%.

Programme members may exit Stage 1 with a Postgraduate Certificate or Stage 2 with a Postgraduate Diploma after successful completion of all modules within the relevant stage.

Admission requirements

Entrants to this programme are normally required to have obtained a good first degree (2:1 or higher) from a British university or its equivalent and have at least three years' relevant management experience at least two of which will be in a relevant business or IT area. No exemptions are permitted in this programme.

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. Demonstrable involvement in shaping managerial decisions that affect events beyond standard daily operational activities.
2. Co-ordinating the work of others in a team.
3. Responsibility to meet financial targets that rely on 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 responsibility for improving the performance of people, processes or technology.
6. A role that mainly achieves results by influencing others rather than direct authority.
7. 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 relevant evidence, including the applicant's age, seniority, responsibilities, qualifications, career progression, references and the overall quality of the application. 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. Under the category of equivalent qualifications are degrees from recognised international universities and a number of professional/vocational qualifications.

Registration

The MSc Programme comprises three stages and is scheduled over a 24-month period. Programme members are required to complete all stages of the MSc programme within 36 months of registering on the programme. Exceptionally, it may be possible for programme members to apply for a further nine months' registration at an additional fee. This is at the discretion of the programme director and is subject to satisfactory progress. Programme members will be de-registered if they do not complete the programme within the allotted time.

Admissions tutor

The programme director is responsible for admissions.

Support for programme members and their learning

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

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

Career prospects

It is anticipated that programme members on the MSc programme will be in employment for the duration of the programme. Career guidance is available at Henley Business School on the Greenlands site. Programme members who are sponsored by their employer must obtain permission before taking advantage of this service.

Opportunities for study abroad or for placements

One of the workshops will normally be held in a different country.

Educational aims of the programme

The MSc Programme will provide programme members with a rigorous learning grounded in theory as well as the practice of business information technology. The aim of the programme is to help practising managers develop a thorough understanding of the most accepted good practices and current knowledge in IT and establish the necessary skills to critically evaluate and apply this knowledge in their own business contexts. Our aim is to design and facilitate a process through which participants develop the capacity for and commitment to continuous learning and change, reaping the dual rewards of independent and interdependent learning.

Programme outcomes

<p>A. Knowledge and understanding of:</p> <p>1. Graduates will have a deep and systematic understanding of knowledge and critical awareness of current issues relating to enterprise information management and its role in organisations. They will be able to work with theoretical, research-based and relevant knowledge at the forefront of the discipline of IT management. In particular, graduates will demonstrate their knowledge and understanding in the following areas.</p> <ul style="list-style-type: none"> • The responsibility and contribution of enterprise information management within the business. • The nature of the organisation agenda for the business and the impact on the establishment of a business-driven IT strategy. • The nature, role and processes of leading the IT management function. • Formulating and implementing an IT strategy. • The shaping and codifying of information within the business to enable good decision-making in the IT management area. • The impact of changing environment, industry and organisation factors on IT management. • The diverse cultural context that organisations operate in and that influence business and IT strategy. • The use and application of strategies and techniques to quantify and demonstrate value in IT-enabled business change performance, processes and decisions. • The nature, strategies and techniques of relationship management within the overall business process as part of the IT management function. • The frameworks and the nature of managing and developing talent in the IT management function. • The fundamentals of self-management approaches and personal effectiveness techniques including negotiation in complex environments. 	<p>Teaching/learning methods and strategies</p> <p>The development of knowledge and understanding is achieved through a blended approach of taught workshops, self-study electronic materials, e-discussion, textbooks and other subject resources. Tutors will guide learners in the development of subject knowledge and understanding both in face-to-face workshops and in e-discussions. Participants are encouraged to actively engage as members of a learning team of fellow participants. Collaboration within these teams is encouraged at workshops, electronically and through other informal contact. Programme members are expected to reflect upon their own experience in each module and to reflect on how the theories and models that have been presented in the course material relate to their experience. Programme members are encouraged to explore the relationships between the various areas of knowledge covered in the programme, and to find the critical connections that affect business performance in their organisation.</p> <p><i>Assessment</i> Assessment of knowledge and understanding outcomes, which relate to comprehension of the body of theory, expertise and experience in a specific subject area, will be continuous throughout the programme and will provide a balance between formative and summative approaches. Programme members will be assessed summatively throughout the programme by means of assignments or projects, an examination and a research project, each of which has its own assessment purpose. All assessments on the programme are completed individually.</p>
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<p>B. Intellectual skills Able to:</p> <ol style="list-style-type: none"> 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. Analysis: 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. 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 	<p>Teaching/learning methods and strategies</p> <p>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 assessment of knowledge and understanding outcomes.</p> <p><i>Assessment</i> Assessment of intellectual skills will typically be carried out in conjunction with the summative and formative assessment of knowledge and understanding outcomes.</p>
<p>C. Practical skills</p> <ol style="list-style-type: none"> 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. 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. Managing information and knowledge: scanning and organising data, abstracting meaning from information and sharing knowledge 	<p>Teaching/learning methods and strategies</p> <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, and action learning.</p> <p><i>Assessment</i> Assessment of intellectual skills will typically be carried out in conjunction with the summative and formative assessment of knowledge and understanding outcomes.</p>

D. Transferable skills	Teaching/learning methods and strategies
<p>Able to:</p> <ol style="list-style-type: none"> 1. 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. Team selection, delegation, development and management, handling conflict with confidence, sensitivity to the value of diversity. 2. Self-awareness and evaluation: is aware of impact on others and is reflective on own and others' functioning in order to improve practice 3. 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 organisations. 4. Problem solving: uses self-awareness and awareness of others, with leadership and communication skills to solve problems both autonomously and collaboratively. 5. Business research skills: including the use of models of business situations; ability to conduct research into business and management issues with the minimum of guidance. 6. 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. 7. Learning: is able to use full range of learning resources and learns through reflection on practice and experience. 8. 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. 9. Leadership and performance management: selecting appropriate leadership style for situation; setting targets, motivating, monitoring performance, coaching and mentoring, continuous improvement. 10. Autonomy: is an independent and self-critical learner, guiding the learning of others and managing own requirements for continuing professional development. 	<p>Transferable skills are the ways in which individuals use their knowledge and understanding and behavioural and intellectual skills in other business as well as social contexts. They will be developed through the core subject modules and action learning at workshops, which will require both individual and team management skills.</p> <p><i>Assessment</i> Assessment of transferable skills will be achieved in conjunction with the summative and formative assessment of knowledge and understanding outcomes.</p>

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that programme members might reasonably be expected to achieve and demonstrate if they take 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. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from course members, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.

Appendix 1**Detailed outline of assessment for MSc in Enterprise Information Management**

Programme element	Study hours	Contact days	Weight in stage %	Assessment requirement
Stage 1				
Business and IT Alignment	200	4	26	Individual assignment
Enterprise Architecture	200	4	26	Individual assignment
IT Capabilities, Skills and Sourcing	200	4	–	Examination only
MSc EIM Stage 1 Examination	–	–	48	Examination of all three Stage 1 subjects
Stage 1 Total	600	12	100	
Stage 2				
Requirements and Solutions Design	200	4	26	Individual assignment
Projects and Programmes Change Management	200	4	26	Individual assignment
Performance, Benefits and Service Management	200	4	–	Examination only
MSc EIM Stage 2 Examination	–	–	48	Examination of all three Stage 2 subjects
Stage 2 Total	600	12	100	
Stage 3				
Manager as Investigator (MNI)	50	1	–	Proposal for Management Challenge plus attached review of EIM cases
Holistic Enterprise Information Management	200	1	–	Submitted with MNI as attached review
Management Challenge Draft	350	2	–	
Management Challenge EIM	–	–	100	
Stage 3 Total	600	4	100	
Total for programme	1,800	28		