

HENLEY BUSINESS SCHOOL

MASTERS PROGRAMME SPECIFICATION

MSc in ENTERPRISE INFORMATION MANAGEMENT

Author	Dr Sharm Manwani SAL: Managing Information
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Henley Business School
Programme Specification for the MSc in Enterprise Information Management

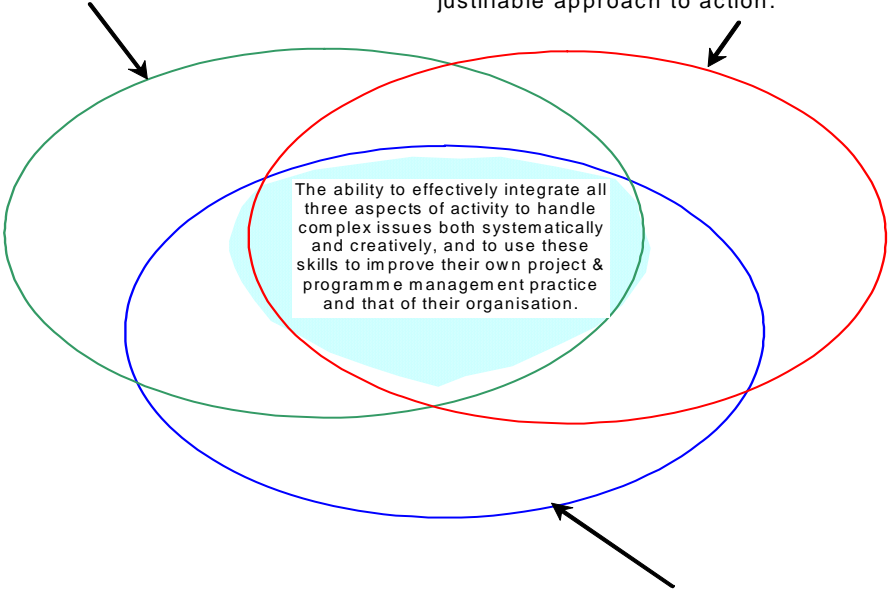
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Henley Business School
 Programme Specification for the MSc in Enterprise Information Management

1. Award Information and Programme Description					
1.A. Awarding Institution <i>Henley Business School</i>	1.B. Teaching Institution <i>Henley Business School</i>	1.C. Programme accredited by <i>Henley Business School</i>	1.D. Final Award Master of Science (MSc)	1.E. UCAS Code None allocated	1.F. QAAHE Benchmark Group Business and Management
1.G Programme Description					
<p>The Henley MSc in Enterprise Information Management is a postgraduate qualification for experienced and practising IT management professionals seeking to ground and further develop their existing knowledge base. The programme is designed to draw out and build on a professional's information technology experience and contextualise it within leading edge theory and practice in Enterprise Information Management. The programme is delivered in a modular format over a period of 24 months with an Advanced Diploma option over 18 months.</p>					

2. Educational Aims
<p>The aim of the Henley MSc in Enterprise Information Management is to enhance professional competence in individuals who are already experienced and qualified and who aspire to more senior IT management and IT-enabled business change roles. The MSc programme will build on their experience and prior qualification through a structured programme of study that provides a thorough grounding in the discipline of Enterprise Information management.</p> <p>On completion of the MSc, candidates will:</p> <ul style="list-style-type: none"> • Have gained a strategic and holistic perspective of Enterprise Information management • Be better equipped to undertake senior professional IT roles in large and medium sized organisations • Have gained an understanding of how to proactively facilitate the business value and implications of IT investments • Have enhanced their professional knowledge, skills and expertise in business-driven IT • Be able to contribute to the development of an IT strategy within organisations • Have the knowledge necessary to develop a business case and manage IT-enabled change projects • Critically review and design the organisation relationships to integrate the business and IT elements of a project • Be more able to support business colleagues in their use of Enterprise Information management techniques • Be better equipped to practise as Enterprise Information management consultants, advisors or auditors • Have gained an understanding of the successful behaviours required to operate in a complex organisation • Have developed enhanced self-awareness, critical self-reflection, a commitment and capability for continuous learning, both collaborative and independent, and provide relevant personal development.

<p>The educational aims are achieved through the following 3-Stage structure:</p>	<p>Which delivers the three major categories of learning outcomes:</p>									
<p>Stage 1 (600 hrs)– IT Strategy: Analysing Demand & Capability</p> <table border="1" data-bbox="197 416 976 517"> <tr> <td>Business and IT Alignment 200 hours</td> <td>Innovation, Architecture & IT Standards 200 hours</td> <td>IT Capabilities Skills & Sourcing 200 hours</td> </tr> </table> <p>Stage 2 (600 hrs) – Managing IT Enabled Change Projects</p> <table border="1" data-bbox="197 628 976 738"> <tr> <td>Requirements and Solution Development 200 hours</td> <td>Projects & Programmes (Change Mt) 200 hours</td> <td>Performance and Service Management 200 hours</td> </tr> </table> <p>Stage 3 (600 hrs) – Integrated Enterprise Information Management</p> <table border="1" data-bbox="197 855 976 957"> <tr> <td>Holistic Approach To EIM 200 hours</td> <td>Manager as Investigator 50 hours</td> <td>Management Challenge 350 hours</td> </tr> </table> <p>There will be an assignment for each of the modules in Stage 1 and Stage 2 with an exam at the end of stages 1 and 2, leading to the Postgraduate Certificate and Postgraduate Diploma respectively.</p> <p>Stage 3 concludes with the Holistic Approach to Enterprise Information Management module & the Management Challenge report, leading to the Master of Science qualification.</p> <p>This process requires 600 study hours for the Postgraduate Certificate and a minimum of 1200 study hours for the Postgraduate Diploma and 1800 study hours for the MSc in Enterprise Information Management.</p>	Business and IT Alignment 200 hours	Innovation, Architecture & IT Standards 200 hours	IT Capabilities Skills & Sourcing 200 hours	Requirements and Solution Development 200 hours	Projects & Programmes (Change Mt) 200 hours	Performance and Service Management 200 hours	Holistic Approach To EIM 200 hours	Manager as Investigator 50 hours	Management Challenge 350 hours	<p>By following the programme structure outlined on the left Course Members 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 4.</p> <p>A. Knowledge and understanding A comprehension of the body of theory, expertise and experience in business IT management and related topic areas.</p> <p>B. 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.</p>  <p>C. Behavioural skills The means through which individuals practically apply transferable skills, knowledge and understanding to realise and improve the approach to action they justified through cognitive and intellectual skills.</p>
Business and IT Alignment 200 hours	Innovation, Architecture & IT Standards 200 hours	IT Capabilities Skills & Sourcing 200 hours								
Requirements and Solution Development 200 hours	Projects & Programmes (Change Mt) 200 hours	Performance and Service Management 200 hours								
Holistic Approach To EIM 200 hours	Manager as Investigator 50 hours	Management Challenge 350 hours								

<p>3. The programme/ module provides opportunities for programme members 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 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"> i. The responsibility and contribution of Enterprise Information management within the business. ii. The nature of the organisation agenda for the business and the impact on the establishment of a business-driven IT strategy. iii. The nature, role and processes of leading the IT management function. iv. Formulating and implementing an IT strategy. v. The shaping and codifying of information within the business to enable good decision-making in the IT management area vi. The impact of changing environment, industry and organisation factors on IT management vii. The diverse cultural context that organizations operate in and that influence on Business and IT strategy. viii. The use and application of strategies and techniques to quantify and demonstrate value in IT-enabled business change performance, processes and decisions. ix. The nature, strategies and techniques of relationship management within the overall business process as part of the IT management function. x. The frameworks and the nature of managing and developing talent in the IT management function. xi. The fundamentals of self-management approaches and personal effectiveness techniques including negotiation in complex environments. 	<p><i>Teaching and Learning Strategy</i></p> <p>Knowledge and understanding is acquired through a range of compulsory (core) modules in Parts 1, 2 and 3 of the Programme, together with the Management Challenge, a consultancy-based research project.</p> <p>The Programme adopts a blended approach combining face-to-face teaching in workshops, facilitated e-learning activities and guided or independent self-study supported by their Tutors. Tutors guide learners in the development of subject knowledge and understanding both in residential workshops and in e-learning discussions.</p> <p>The programme focuses on providing an opportunity to ground the learning in real issues for Course Members and their sponsoring organisations. Course Members will work on organisation-based assignments throughout the programme.</p> <p>The six residential modules, comprising a total of 24 days, provide an opportunity for face-to-face teaching and associated group work. Course Members will continue to work and collaborate between the residential workshop, both in a virtual e-learning environment and by face-to-face group meetings. Course members are expected to reflect upon their own experience in each subject module and how this relates to the theories and models in the course material. They are encouraged to explore the relationships between the subjects covered and to find the critical connections that affect business performance.</p> <p><i>Assessment strategy</i></p> <p>Assessment on the programme is both formative and summative and a variety of assessment methods are used. Formative assessment of knowledge and understanding is provided by class-based activities and by tutor-facilitated e-learning activities. Summative assessment is provided by individual assignments, through exams and by the Management Challenge which is an applied research project.</p>

<p>3. The programme/ module provides opportunities for programme members 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>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 	<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> <ol style="list-style-type: none"> i. 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 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. 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 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. Leadership and performance management: selecting appropriate leadership style for situation; setting targets, motivating, monitoring performance, coaching and mentoring, continuous improvement x. Autonomy: is independent and self-critical learner, guiding the learning of others and managing own requirements for continuing professional development. 	<p><i>Teaching and Learning Strategy</i></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 activities designed for 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 personal development process that accompanies the academic learning journey.</p> <p>The assessment of personal development will typically be formative in nature and may include personal development planning and reflection on the personal development experience at various points during the programme. Learning Advisors provide development assistance and feedback to course members.</p>
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4 – Programme Content

The programme is structured in three Stages, each building cumulatively towards a Masters qualification. Stages 1 and 2 are equivalent to a postgraduate Certificate and Diploma with a separate award of a Certificate on satisfactory completion of Stage 1 and a Diploma in Enterprise Information Management being possible upon successful completion of Stage 2. Each module has a significant focus on technical issues around Enterprise information Management as well as contextual challenges to management.

4.1 Stage 1: IT Strategy: Analysing Demand & Capability

In this stage Course Members are provided with a core understanding and context of developing a business-driven IT strategy within a significant enterprise.

This stage requires the completion of three modules:

- Business and IT Alignment
- Innovation, Architecture & IT Standards
- IT Capabilities, Skills & Sourcing

Business and IT Alignment provides a grounding in the current best practice thinking in how to align an IT strategy to a business strategy covering also the IT Governance processes needed to achieve this alignment. Reflective research in this area will also be presented.

Innovation, Architecture & IT Standards reviews how innovation is achieved and how this impacts the Enterprise Architecture and existing IT standards.

IT Capabilities, Skills & Sourcing evaluates the existing capability to meet the demands and identifies any gaps. Capability is reviewed holistically in terms of skills and behaviours with a consideration of which competencies will be internally and externally sourced.

4.2 Stage 2: Managing IT Enabled Change Projects

Stage 2 has a focus on the activities and relationships involved in managing IT-enabled business change projects. There are three subjects in Stage 2.

This stage requires the completion of three modules:

- Requirements and Solution Design
- Projects & Programmes (Change Mgt)
- Performance, Benefits & Service Management

(Business) Requirements and Solution Design considers how process and information needs are supported by IT applications and technologies.

Projects and Programmes deals with the management of IT-enabled business change, considering also the people aspects of changes

Performance, Benefits & Service Management deals with the generation of a business case and managing the benefits resulting from the introduction of a new or updated service.

4.3 Stage 3: Research - “Making Enterprise Information Management work”

Stage 3 has a focus on integrating the strategic and project work supported by practitioner-relevant and rigorous research.

This stage has three components:

- Holistic Enterprise Information Management
- Manager as Investigator
- Management Challenge

The holistic approach To Enterprise Information Management considers the challenges and the approaches to integrating IT strategy and projects. It will involve a number of practical learning exercises.

The Manager as Investigator. Introduces the participant to the basic requirements for rigorous and relevant research into management. It prepares Course Members for the Management Challenge as the concluding element of Stage 3 and the programme. Key topics are Research Approaches, Research Design, Literature Reviews, Data Collection and Analysis, Research Writing. Following on from the Manager as Investigator, delegates will develop a proposal for their Management Challenge.

The Management Challenge offers students the opportunity to build on and extend elements of their learning from the programme. It is designed to explicitly draw on the work that they have done during the Manager as Investigator module as well as other elements of the MSc Programme. The Management Challenge is a research based consultancy project that requires students to apply a range of knowledge and skills to a real organisational issue or problem and, through rigorous analysis, generate relevant and practicable solutions or recommendations. In developing the Challenge students are required to use their intellect, self-discipline and organisational skills in a self-managed way to produce a piece of work that demonstrates they can work at Masters level and add value to the organisation for whom they undertake the challenge as well as their managing their own learning and development.

5. Types of learning activity used to enable outcomes to be achieved

- Case studies
- Face to face workshops
- Facilitated on-line discussions activities
- Guided self-study
- Independent self-study
- Problem-based learning
- Company visits
- Expert Guest speakers
- Research

The following table summarises the allocation of typical study hours for a 100-hour module across different learning activities:

Table: Learning Activities and Study Hours

Learning Activity	Study Hours
Module teaching in workshops plus case studies, company visits and in class exercises	28
Self-Study: core module materials and readings, including self-tests, typically between workshops	28
e-Learning Activities: i.e. tasks completed in the e-learning resources either individually or collaboratively in open e-learning areas	8
Personal reflection and application in the workplace: the opportunity to consider how learning from the programme can be applied to the student's own organisation and role	8
Assessment preparation and completion: assignments and exams	28
Total Hours	100

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6. Support for Programme members and their learning	Masters in Enterprise Information Management
Residential Workshops	Six residential workshops – four days for three workshops each in Stages 1 and 2 There will be a one day workshop for Stage 3 topics.
E-Learning Resources	Each Intake has its own e-learning resource within which each subject module has an e-learning area with e-learning activities and additional resources
Materials	Each subject module has core and additional readings delivered by a combination of textbooks and e-learning resources E-library.
Case Studies	Included in teaching materials and used in workshops.
Assessment	Six individual assignments (5,000 words) Two exams (3 hours) One Management Challenge project report (14,000 words)
Tutor support for learning and development process	Programme Academic Leader Tutors to support subject modules (residential, e-learning and marking) Management Challenge Supervisor
Tutor to Student ratio	For each Intake: Tutor per subject module (8 modules) – 1:50 Learning and Development Advisors – 1:50 On-line subject support - 1:50
Library resources	Virtual and physical
Course handbooks	Including: Programme Guide, Course Organiser, Guide to Studying

7. Programme Registration and Commitments	
a) Registration and Extension of Registration Periods	
Numbers of months to completion	24 months
Course members registered for	36 months
Re-registration	9 months with justification and subject to approval on a case by case basis (to a total of 45 months)
b) Study Hours	
	1800 hours

8. Syllabus Overview		
<p>All the six specialist modules in Parts 1 and 2 and the HEIM module in Part 3 are new ones designed for this qualification.</p> <p>Some of the readings and material will be adapted from the Henley MBA, for example</p> <ol style="list-style-type: none"> 1. Leading the ICT Function elective 2. Managing Information 3. Project, Systems and Processes 4. Selected general management modules on strategy, people and finance <p>The Manager as Investigator module and the Management Challenge are fully compatible with the Henley MBA</p> <p>The outlines of the specialist subjects are as follows:</p>		
<p>Stage 1</p> <p>Business and IT Alignment</p> <p>Innovation, Architecture & IT Standards</p> <p>IT Capabilities, Skills & Sourcing</p>	<p>Stage 2</p> <p>Requirements and Solution Design</p> <p>Projects & Programmes (Change Mgt)</p> <p>Performance, Benefits & Service Management</p>	<p>Stage 3</p> <p>Holistic Approach to Enterprise Information Management</p> <p>Manager as Investigator *</p> <p>Management Challenge *</p> <p>* See MBA Programme 5 Programme Specification Nov 06</p>

9. Assessment

a) Assessment breakdown

During Stage 1 there are three summative assessments covering an integrated individual assignment comprising a 5,000 word report.

At the end of Stage 1, there is an integrated exam.

During Stage 2 there are three summative assessments covering an integrated individual assignment comprising a 5,000 word report.

At the end of Stage 2, there is an integrated exam.

In Stage 3 there are two summative assessed components:

1. HEIM assignment (5000 words)
2. Management Challenge individual project report (14,000 words)

b) Resits and resubmissions

The pass mark for all assessments is 50%. Programme members who fail an assessment may resubmit a maximum of one assessment per stage.

Failing more than one assessment in any Stage will result in the removal of the programme member from the MSc.

Table: Study hours, Individual and Group Assessment Weighting by Subject

Module	Study hours	Weight %	Requirement
Stage 1		33	
Business and IT Alignment	200	8.25	5,000 word report
Innovation, Architecture & IT Standards	200	8.25	5,000 word report
IT Capabilities, Skills & Sourcing	200	8.25	5,000 word report
Integrated Exam – Stage 1		8.25	
Stage 2		33	
Requirements and Solution Design	200	8.25	5,000 word report
Projects & Programmes (Change Mgt)	200	8.25	5,000 word report
Performance, Benefits & Service Management	200	8.25	5,000 word report
Integrated Exam – Stage 2		8.25	
Stage 3		34	
Holistic Enterprise Information Management	200	9	5,000 word report
Manager as investigator	50	25	Proposal for management challenge
Management challenge	350		14,000 word project

Note: the acceptable range of word count for assignments and projects will be within –10% and +20% of the word count stated in the above Table.

10. Admission requirements

The MSc in Enterprise Information Management is aimed at experienced and practicing IT and business analysis professionals.

The minimum requirements for entry are:

- Hold a degree from a British University, or its equivalent *
- Have at least two years' relevant work experience related to IT and/or IT-enabled business change in a medium or large organisation

* Under the category of equivalent qualifications are degrees from recognised foreign universities and a number of professional/vocational qualifications. Also included is the postgraduate Diploma in Management Studies, the Henley Diploma in Management and a Higher National Certificate or Diploma.

Relevant experience will be evidenced by at least one of the following list of six types of managerial and professional activity (not in any order of priority):

1. Demonstrable professional involvement within an IT project environment.
2. Demonstrable professional involvement within an IT service environment
3. Demonstrable managerial involvement within an IT project environment.
4. Demonstrable managerial involvement within an IT service environment
5. Significant contribution to the development of an IT strategy.
6. Significant contribution in an IT-enabled business change project

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.

Details of the approved entry qualifications are shown in Appendix A. Any changes to the entry qualifications are subject to the approval of the Academic Board.

8.2 Exemptions

No exemptions will be provided for any aspect of the programme.

Appendix A

Qualifications for Entry to MSc in Enterprise Information Management

a) Membership of the following professional bodies may be taken as demonstrating that an applicant holds degree level qualifications. This list is not exhaustive.

Association of Chartered Certified Accountants (ACCA) Association of International Accountants (AIA) Bankers, Chartered Institute of (<i>Associate Membership</i>) Barrister (Bar Final) Biology, Institute of (M.I.Biol or Grad.I. Biol) British Computer Society (MBCS) (<i>Member</i>) Board for Engineers' Regulation (Engineering Council) Part II Examination Certificate in Social Service Certificate of Qualification in Social work Chartered Institute of Marketing, (<i>Member</i>) Chartered Institute of Building (CIOB) Chartered Institute of Building Services Chartered Institute of Housing (CIH) Chartered Institute of Personnel and Development (MIPD) Chartered Institute of Public Finance and Accountancy (CIPFA) Chartered Institute of Secretaries and Administrators (<i>Associate</i>)	Chartered Institute of Transport (<i>Membership plus 3 years' post-qualifying experience</i>) Chartered Management Institute Chartered Society of Physiotherapy (applicants usually have an established career pattern in addition to the 'Diploma' qualification) Institute of Actuaries Institute of Chartered Accountants in England and Wales (ICAEW) Institute of Chartered Accountants in Ireland (ICAI) Institute of Chartered Accountants in Scotland (ICAS) Institute of Chartered Insurance Institute of Chartered Management Accountants (CIMA) Institute of Civil Engineers, Institute of Cost and Executive Accountants (ACEA) Institute of Health Services Management (<i>Associate</i>) Institute of Marine Engineers	Institute of Mathematics and its Applications (<i>Grad</i>) Institute of Physics Institute of Statisticians Institution of Electrical Engineers and Electronics Engineers Institution of Environmental Health Officers (Member) Institution of Mechanical Engineers Institution of Metallurgists Institution of Municipal Engineers Institution of Structural Engineers Radiographers, College of (Diploma plus 3 years post-qualifying experience) Royal Institute of British Architects (RIBA) Royal Institution of Chartered Surveyors (RICS) Royal Institution of Chemical Engineers Royal Institution of Chemistry Royal Institution of Naval Architects Solicitor (Law Society Final) The Royal Aeronautical Society
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NB Exemptions: where qualifications are held by virtue of exemptions the criterion used is the status of the exempting qualification.

b) Graduate Management Admission Test (GMAT): applications from applicants who have obtained a minimum score of 550 will be considered on an individual basis

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Appendix B

Indicative Timeframe for completion of the MSc in Enterprise Information Management

Month 1	Self-study
Month 2	Workshop
Month 3	Assignment
Month 4	Self-study
Month 5	Workshop
Month 6	Assignment
Month 7	Self-study and Workshop
Month 8	Assignment
Month 9	Stage 1 exam
Month 10	Self-study and Workshop
Month 11	Assignment
Month 12	Self-study
Month 13	Workshop
Month 14	Assignment
Month 15	Self-study
Month 16	Workshop
Month 17	Assignment
Month 18	Stage 2 exam
Month 19	Self-study and Assignment
Month 20-23	Management Challenge
Month 24	Submit Report