



MBA Education (International) (inc. Diploma and Certificate)

**Part-time, Semi- Distance Learning
Programme**

Course Information 2012

**Keele University, Staffordshire, UK,
in association with
Harrow International School, Bangkok, Thailand.**

Introduction and Welcome....

Welcome to Keele University's MBA Education (International) programme, delivered at Harrow International School, Bangkok, Thailand..

Keele University (www.keele.ac.uk), one of the top rated research and teaching universities in the United Kingdom, established the original MBA Education degree over 25 years ago. Since 2010, this MBA programme, now tailored towards professionals working in international education, has been made available in Asia. From May 2012, Keele University's MBA Education (International) programme will be hosted at Harrow International School, Bangkok, Thailand (www.harrowschool.ac.th). Educationalists from across Asia and Southeast Asia can now directly and easily access one of the most prestigious international education management qualifications available anywhere.

Educationalists who undertake and successfully complete this programme will have a unique, advanced post-graduate management degree of the highest level, and one which is exclusive to Keele University, UK.

The programme is accredited, recruited, taught, assessed and managed by Keele University professors, tutors and administrators. It is structured and organised according to Keele University guidelines and principles, and is based on long experience of delivering the MBA Education programme in the UK. Successful students will be awarded the Keele University, MBA Education (International) qualification.

The Keele MBA Education (International) is designed to meet the needs of educational professionals across Asia, for example, teachers, lecturers, middle and senior managers administrators and leaders. It is particularly suitable for those educationalists seeking career advancement in their professional field, whether in schools, colleges, universities, private agencies or government ministries.

The demands placed on education managers and leaders have never been greater. Schools, colleges and universities are no longer simply learning institutions, they are economically driven ones also. This is especially true for those institutions operating in the for-profit sphere of international education. Education is now recognised as the key factor in an individual's or nation state's ability to successfully compete in the global economy. The subsequent rising demand for quality education is evidenced especially in Asia and Southeast Asia. These regions have, in the past few years, witnessed a dramatic increase in both local and international student intake at school and university levels. At the same time, economic and resource pressures are intensifying while educational markets, such as the international school sector, are increasingly competitive. Managing the educational process is, consequently, becoming more professionalised, requiring highly skilled and knowledgeable managers. The modern education manager must have advanced leadership and management abilities in order to move his or her institution forward in the 21st century. The Keele MBA Education (International) is an exclusive, unique programme designed precisely to meet these needs and demands.

The MBA Education (International) is a flexible programme, offering different pathways of study to suit the individual learner. Whether you choose to undertake the full MBA, the Diploma or Certificate options, we offer you a high level of student care combined with challenging and relevant postgraduate study. Undertaking any qualification requires

a significant level of commitment and obviously you will have several questions. This booklet attempts to answer some of the most frequently asked questions regarding our MBA Education (International). However, if after reading the information, you still have questions, please contact us and we shall be pleased to discuss them with you.

MBA Staff

MBA Education (International) Course Tutors	
Professor Stephen Cropper	Programme Director, Keele University
Dr Stephen Whitehead	Keele University
Professor Carole Thornley	Keele University
Professor Derek Glover	Honorary Professor, Keele University
MBA Education (International) Asia Co-Ordinator	
Dr Stephen Whitehead	Chiang Mai Thailand Email: stevewhitehead99@gmail.com
MBA Education (International) Programme Administrator	
Dorothy Tyson	Keele University Email: d.tyson@keele.ac.uk

Support tutors include	
Mr Denry Machin	Harrow International School, Bangkok

What are the main features of the MBA Education (International)?

Our part-time, semi-distance-learning MBA Education (International) programme (including the PG Diploma and Certificate) encourages educational professionals from across Asia to broaden their knowledge, understanding and skills within their own work context thus enhancing their managerial and leadership abilities. You will be able to integrate self-supported study course units into your work and utilise your increased appreciation of education and theory on a day-to-day basis, thus helping you to review and analyse your skills as work roles demand. Keele's programme is particularly innovative because it links different modes of study, comprising:

- modularised coursework undertaken on a semi-distance-learning basis, following an introductory session at Harrow International School
- work-based research project related to your own experience and professional interests (Masters only)
- course sessions which allow you to meet with tutors and colleagues from a wide range of professional and international backgrounds and to explore in depth contemporary issues in education management and organisation.
 - Option to undertake either the Postgraduate Diploma or Certificate in Business Administration (Education) as shorter study-time alternatives to the full MBA

The course is designed to be rigorous and challenging academically, *and* practical in terms of connecting with your day-to-day responsibilities as an educational manager and leader. However, we do recognise the need to provide a workable and achievable balance since colleagues undertaking the course generally have personal/family commitments as well as full-time workloads. For this reason, the MBA Education (International) is offered exclusively at Harrow International School in Bangkok, Thailand. This means that educationalists from across Asia can readily access this programme.

The MBA Education (International) is designed to provide all the essential elements needed to undertake the study programme, and to help you to gain maximum benefit and career advancement from the experience. Our concern is to try to make studying as rewarding as possible for you - with the minimum of disruption to the rest of your personal and professional life. Organised and delivered through four, half-week, residentials over a two year period, we also provide distance support in order to provide a high quality study programme which can be integrated, practically and intellectually, into your working life. This includes: comprehensive tutor notes and additional readings, assignments which can be linked directly to your work, a high quality learning environment, as well as regular on-line support and guidance from experienced tutors.

What are the aims of the MBA Education (International)...?

The course has been designed to:

- Equip the educational professional with the skills and understanding required in advanced management and leadership.
- Encourage creative, critical and intellectual development in management thinking and practice.
- Develop more sophisticated and analytical approaches to management and leadership issues and problems.
- Encourage awareness of the international context of education management.
- Develop and encourage ethical and equitable education professional practice.
- Help further improve the educational manager's interpersonal and human relations skills.
- Assist the educationalist in their own career development and advancement.

How is Keele's MBA Education (International) programme different....?

Keele established the UK's first part-time, semi-distance learning MBA Education programme nearly three decades ago. Since then it has gone on to meet the professional needs and enhance the careers of hundreds of middle and senior education managers, becoming the longest established and most successful programme of its type in the UK. However, until recently this programme had not been readily available outside the UK.

In May 2010, Keele University introduced the first ever MBA Education (International) programme directly to Asia-based educationalists. Specifically designed for those working in international education, the programme is now delivered at Harrow International School, Bangkok, and will have its third intake of students in May 2012. Current course members include principals, managers and teachers working in international schools in China, Hong Kong, Indonesia, Malaysia, Thailand and Vietnam; British Council Directors (Malaysia and India); international school owners (Vietnam); private educational agency managers (Indonesia); corporate training managers (Laos) and university lecturers (Vietnam). The student group itself is international, with members from many different cultures and countries. In this respect, the MBA Education (International) is very much a global programme, taught by UK educationalists, leaders in their field, and enhanced by the cultural diversity and range of experiences of the student group.

So this is no ordinary MBA. It is exclusively for aspiring and middle and senior education managers and leaders across Asia, whether they work in schools, colleges, universities, ministries of education, and across the public and private sectors. The student will be introduced to the latest concepts, ideas, theory and practice in advanced educational management and leadership, but always delivered and taught with an appreciation of the cultural and diversity issues relevant to their professional and personal situation.

Programme tutors are recognised experts in their field, having taught and researched in education, business and management for many years. Their research specialisms include organisational behaviour, human resource management, quality and effectiveness, gender and management, resource management and advanced research practice in education. Tutors also have first hand experience of education management and leadership across a range of sectors.

Is it a real MBA course....?

Our MBA Education (International) incorporates the standard ingredients of a 'business school' MBA but, importantly, places it within an educational framework. So it is not a Master's course in education in disguise! The course covers the practical and theoretical aspects of management/business administration, but does not address directly, curriculum and teaching issues. All the learning and assessment is focused on managing and leading education institutions, especially those operating in the for-profit sector of international education. So all students on the programme are expected to be existing or aspiring managers, able to assess the value and relevance of business and organizational concepts to their own professional situation.

How is the MBA Education (International) structured....?

The MBA Education (International) programme (Including PG Diploma and Certificate) comprises a series of Taught and Research Modules. These modules are delivered always in the context of international approaches to advanced educational management and leadership, drawing on research, theory and practice from a variety of social and cultural locations. In this respect, a key objective in each module is to develop shared understanding and knowledge of the concepts, theories and practices under discussion, while drawing on the range of student experiences within the group setting.

The modules are as follows:

EDU-40001 Organizational Behaviour and Development (15 credits)

Drawing on educational research, practice and theory, this module considers the nature and complexity of educational management and leadership; the dynamics of effective management of change in educational organisations; organizational cultures; audit and accountability cultures in education; contrasting notions of professionalism; the changing international educational organisation; motivation, trust and power. Three major themes are explored within the module:

- (I) People, Structures and Cultures ;
- (ii) Leadership, Management and Professionalism
- (iii) Change Processes, Emergent Concepts and Perspectives.

Theme (i) 'People, Structure and Cultures' looks initially at theories of organisational behaviour and education management, and then explores the relationships between work motivation, organisational cultures, power, control and resistance in organisations.

Theme (ii) 'Leadership, Management and Professionalism' examines different realities of management; theories of leadership; the relationship between management and leadership; and emergent forms of professional identity.

Theme (iii) 'Change Processes, Emergent Concepts and Perspectives' critically explores different strategies of change implementation; educational change in the international setting; the future of the international education organisation; performativity and accountability for both leaders and managers

EDU-40002 (double module) Quality, Improvement and Effectiveness in Education (30 Credits)

Over the past three decades profound changes have occurred in national and international education systems. In particular, following the UK and USA models of education, there has been increased focus on improvement and quality through market-orientated systems of competition, measurement and targeting. This neo-liberal approach aims at improving the quality of educational performance and raising standards of achievement across all sectors through systems of devolved management and enhanced accountability at all institutional levels. Such managerialist systems are now being replicated in those countries which aim to compete in the global educational market-place and improve their own levels of educational achievement.

This double module takes a critical, analytical and evaluative approach to the concepts of *improvement*, *effectiveness* and *quality* in educational provision. In so doing it aims to equip students with the knowledge and understanding that will enable them to practice, examine and evaluate critically the application of these and related concepts within their own educational environments.

The first part of the module examines definitions of improvement and effectiveness, together with the impact that organisational culture exerts upon them. Development planning, evaluation, and the role of inspection in promoting improvement are also addressed.

The second part of the module focuses on the education environment in terms of marketing and responsiveness. It goes on to explore the concepts of quality assurance and assessment of performance.

EDU-40003 Strategic Management in Education (15 Credits)

The passing of the 'age of administration' in modern management has given way to notions, and an appreciation of, complexity and contingency in managerial practice and organisational behaviour. Such concepts are increasingly important for senior managers to understand, not least because this knowledge will help strengthen short, medium and long-term strategic planning. In consideration of such understandings, this module will examine in detail the philosophies and practices which underpin modern strategic management, providing a backdrop for the consideration of management strategy in a range of contexts. The predominant focus of this module will be on medium and long-term decision making by senior management in the pursuit of organizational policy goals and targets of performance.

Although this module focuses primarily on the public sector and education, private sector comparisons will be made to enhance depth of insight. So discussion will also turn to how private corporations approach strategic management policy and practice, and an evaluation of how such systems can be applied to educational institutions. Distinctions will be drawn between policy-making, the implementation of policy through strategic management, and operational management. Throughout, the module will focus on the development of management thinking and strategy in a range of cultural and

international contexts and across all institutional levels, including those central and peripheral to organisational strategy and structure.

EDU-40004 Resource Management (15 Credits)

Resource management is central to the lives of managers at all levels in all educational institutions, especially those working in for-profit institutions whether they be a private training agency, international school or university. The progressive introduction over the past decades of devolved models of accountability along with matrix structures of management, serve to ensure that every level of the educational institution can potentially be assessed on its ability to manage resources (budgets) effectively and efficiently. When allied with formal inspections, assessments and targets, this performative approach can prove highly effective. However, resource management also connects to larger policy initiatives and, not least, international, cultural and professional variables. In this respect, resource management is inevitably enacted through often contrasting cultural interpretations and local dynamics. In exploring these and related issues and dilemmas, students will be encouraged to develop a critical understanding of key theories and related policies, using such analysis as a means of enhancing their own application of resource management within specific professional practices and institutional settings.

EDU-40005 Human Resource Issues (15 Credits)

This module begins with an exploration of the development of personnel management and the more recently applied human resource management function within public and private sector organizations, exploring the often contrasting characteristics of employee identities and cultures in international educational institutions especially.

The module focuses directly on emerging themes within private sector organisations and which are applicable to internationally focused, for-profit, educational institutions. Such themes and models include performance appraisal, performativity, recruitment and selection, gender and cultural diversity issues, power and resistance, health and wellbeing, strategic human resource management, human resource development and international human resource management.

Underpinning this module's exploration of HRM in education, both as practice and policy, is a detailed theoretical examination of key concepts and models. In particular, the module considers the notion of 'hard' and 'soft' approaches to human resource management, and their application in (post)modern organisational cultures and economies of education.

EDU-40015 Research Methods Training/Guidance (30 Credits)

This extended, double module is an essential introduction to research in organisational environments. The aim is to guide and assist the student to prepare for their substantive Research Project/Dissertation which commences in the second year of the programme. The module covers a range of qualitative and quantitative approaches and associated methodologies while also addressing ethical issues concerned with educational research at an advanced level. The aim is to enable the student to undertake a critical analysis of contrasting approaches to field work, and to subsequently confirm their own particular research method, aims, objectives and location for the forthcoming dissertation.

The assignment for this module is the successful completion of a 4500 word essay on research methods and methodologies, plus the submission of an acceptable Research Proposal which subsequently forms the basis for the student's dissertation. The aim is to ensure that course members' own research furthers the development of their personal knowledge and skills, is of benefit to course members' institutions, and/or area of work and, potentially, also benefits the wider academic community.

EDU-40027 Research Project/Dissertation (60 Credits)

This major module constitutes the final assessment of the programme and is undertaken over a twelve month period. It provides an opportunity for course members to undertake an advanced research project in an aspect of educational management, organisation and practice of their choosing. In this respect, this post-graduate research project offers an invaluable opportunity for course members to research, for example, an area within their professional responsibility, an aspect of development in which they are interested, or where they perhaps need to develop a professional initiative at work, and to broaden their understanding and knowledge of diverse educational issues in specific settings. Drawing on their writings and research undertaken for earlier modules, course members will be able to bring together a wide range of theories and understandings, applying them to a very real research project/issue in a field of policy or practice that is amenable to study.

Through this Research Project/Dissertation (approx.15,000 – 20,000 words), course members are able to develop further their professional communication skills by articulating the key aims for the project, by reporting on current thinking in their chosen area through a literature review, by developing a strong intellectual critique and understanding of different managerial approaches, and by writing up their research findings in a structured academic format.

The structure of the MBA Education (International) is as follows:

MBA (Education) International

The total number of credits is 180 as follows:

EDU-40001	Organizational Behaviour and Development in Education	15 Credits
EDU-40002	Quality, Improvement and Effectiveness	30 Credits
EDU-40003	Strategic Management in Education	15 Credits
EDU-40004	Resource Management in Education	15 Credits
EDU-40005	Human Resource Issues	15 Credits
EDU-40015	Research Methods	30 Credits
EDU-40027	Dissertation	60 Credits

The PG Diploma and PG Certificate in Business Administration (Education)

As an alternative to undertaking the full MBA programme, students may apply to study either the PG Diploma or PG Certificate in Business Administration (Education). As advanced business management qualifications in education, the Diploma and Certificate are undertaken and assessed in precisely the same way, and at the same level as the MBA. However, both the Diploma and Certificate require a reduced study-time period and may, therefore, be more suitable for some applicants.

Course members who choose, say, the Certificate pathway, can opt to move onto the Diploma or full MBA at a suitable point in the future. In this way, the programme is highly flexible and designed to meet the diverse needs of the international educational manager.

The PG Diploma in Business Administration (Education)

The total number of credits is 120 as follows:

EDU-40001	Organizational Behaviour and Development in Education	15 Credits
EDU-40002	Quality, Improvement and Effectiveness	30 Credits
EDU-40003	Strategic Management in Education	15 Credits
EDU-40004	Resource Management in Education	15 Credits
EDU-40005	Human Resource Issues	15 Credits
EDU-40015	Research Methods	30 Credits

The PG Certificate in Business Administration (Education)

The total number of credits is 60 as follows:

EDU-40001	Organizational Behaviour and Development in Education	15 Credits
EDU-40002	Quality, Improvement and Effectiveness	30 Credits
EDU-40003	Strategic Management in Education	15 Credits

The University reserves the right to change the nature of modules and/or the order in which they are offered, when appropriate, to reflect and respond to changes in educational management practice and tutor expertise.

What about the Course Outline....?

The first 18 months of study provides course members with a comprehensive grounding in the major aspects of educational management and administration; the final months are mainly devoted to the research project (dissertation). Course members embark on one or two modules at each HIS-based two-day residential, plus additional tutor input on study skills and research methods.

Below is a provisional calendar for the two year course. **At the end of this brochure is a sheet with an outline of the provisional dates.**

Year 1

May 2012: Harrow International School-based sessions

EDU-40001 Organizational Behaviour and Development in Education

EDU-40003 Strategic Management

EDU-40015 Introduction to Research Methods and Methodologies

October 2012: Harrow International School-based sessions

EDU-40005 Human Resource Issues

EDU-40002 Quality, Improvement and Effectiveness

EDU-40015 Research Methods and Methodologies (part 2)

Year 2

May 2013: Harrow International School-based sessions

EDU-40004 Resource Management

EDU-40015 Research Methods and Methodologies (part 3)

EDU-40015 Research Methods and Methodologies (part 4) (plus Research Proposal Preparation)

October 2013: Harrow International School-based sessions

EDU-40015 Research Proposal submission and commencement of

EDU-40027 Dissertation Research with pastoral support

Submission of final essays

May 2014: individual tutorials available at HIS (optional attendance)

Pastoral support and EDU-40027 dissertation support.

EDU-40027 Dissertation submission by 30th September 2014.

Full details regarding the administration of the course are contained in a joining pack which will be sent by post after you have been offered and accepted a place on the course.

Am I eligible to apply to join a Masters' course straight away....?

The MBA Education (International) is, under normal circumstances, open to applicants who have a good level first degree or an equivalent professional qualification, along with at least two years work experience in an educational organisation, preferably at middle management level or above. Such applicants are usually eligible for direct entry. As the programme is taught and assessed exclusively in English, applicants must be fluent in English language. Where English is not a first language, proof of English language competence will be required (IELTS 6.5 or equivalent).

When do the Courses start ... and how long do they take...?

HIS-based sessions take place in May and October each year. The study period for a Pg Diploma is normally approximately twenty months part-time study. A Master's programme requires approx. 24 months of part-time study which normally ends with a research project/dissertation being submitted in September at the end of the second year of study. Please note that the programme starts in May each year. It is usually possible to extend your study period as appropriate, e.g. to facilitate the completion of your research/dissertation.

Programme	Part-time study over...
Masters course	Two years four months
Pg Diploma course	Twenty months
Pg Certificate course	Fourteen months
Single module	Three months

How is my Progress assessed...?

Satisfactory progress depends on submitted assignments meeting the required standard: there are no written examinations in any of our programmes. We believe that course members gain most benefit from using and applying their learning directly in their professional lives. Consequently course assessment procedures try to reflect this. It is often very useful (though not obligatory) if the practical aspects of assignments are related to your work or an organization which you know well.

Depending on the nature of individual modules, assessment takes place at the end of each module in the form of an essay. Course members are normally given assignment details during the module session at the HIS based residential. For satisfactory progress to be maintained, assignments need to be submitted according to predetermined 'assessment points'. (The appropriate assessment deadlines are given to course members at the start of each programme).

Assignments may be discussed with the appropriate Module Tutor either during a 'taught' session or at any point when planning/writing the assignment. Course members may also phone, write, fax or email a Module Tutor during the relevant study period for specific advice connected with their studies. Although deadlines are set for the completion of tasks/assignments, within these time scales you are encouraged to work

at your own pace and set your own timetable. Pastoral tutorials will be available to each student within the HIS based residential programme.

How do I know if my Assignments are at the right standard....?

Each assignment is marked by the relevant Module Tutor and a grade is given: either A (70%+), B+ (60-69%), B- (50-59%), C (49% or below, fail) and in addition, tutors provide detailed written feedback. Comprehensive details of the course assessment procedures are included in the Course Handbook which is issued to course members at the start of the course.

The baseline pass mark at Masters level is B- (50%), and this must be achieved in all taught modules and in the dissertation. The final MBA award is not graded though students who produce work which is consistently awarded an A (70% and above), will be awarded the MBA with Distinction.

If course members experience difficulties with their study programme or assignments, the continuous assessment nature of the course means that remedial action can be taken at an early stage. To this end, the progress of each course member is closely monitored to ensure that a satisfactory standard of work is maintained. The expectation is that students will progress and develop their writing, intellectual and study skills during the course of the programme and that this will be reflected in their later work.

Must my assignments be based around my current work...?

Not necessarily. It may be more rewarding - and straightforward - for you (and for your institution) if assignments are linked to your own current work problems/opportunities. However, this is not essential. You may wish to draw instead on past experience - either at work or in a voluntary capacity - or on some area of work where you wish to develop further your understanding and skills.

How much study time will I need to allow...?

This is a difficult question to answer since we are all different and learn at different speeds! Because people undertaking the MBA come from a variety of professional and study backgrounds and have different levels of expertise in the various areas studied, it is impossible to be definitive about precise time allocations. However, as a guide, you should expect to devote around 50-60 hours study time for each module you take - spread over approximately 4 months. NB 1 credit usually = 10 hours incl. the contact time. Because of the nature of research, your research project will require a greater allocation of time during the final stage of the course (the precise amount of time depending on the length/scope of the research project/dissertation).

We recognise that individual professional workloads vary and we have, therefore, organised the study modules to allow maximum flexibility so that you can work at your own pace. Nevertheless, if at all possible, we would strongly advise that you develop regular study sessions. New course members are given study skills support and guidance throughout the directed study stages of the course.

Do I have to attend any course sessions...? Can I miss them...?

We have thought carefully about our attendance requirements. We recognise that the increasing development of distance-learning provision in further and higher education means that some study programmes are now offered which require virtually no contact with any other members taking the course. However, our own experience and feedback from our course members has shown us very clearly that 'taught' sessions are a vital, important (and enjoyable!) course element. Course members frequently point to the importance of the opportunity to share ideas and discuss issues with colleagues who have different job responsibilities and backgrounds - not to mention geographical areas! Many even say how such a break from their other responsibilities 'revitalises them!' The cultural diversity of the MBA Education (International) groups, together with the global focus of the teaching, ensures that all course members can benefit from exposure to new thinking, ideas and issues around education management and leadership. And, not least, there is the added-value of making contact with other leaders, managers and teachers working in international education in Asia

Our 'taught' session timetable has been set so that, as far as possible, there is minimum disruption to everyone's work obligations. For example, during a standard two year Masters programme, you will need to attend three intensive two-day and one, one-day residential in Bangkok. The fourth residential attendance, at the end of the second full year, is optional. Those students following either the PG Diploma or PG Certificate pathways will attend fewer residentials depending on their programme.

Taught sessions give you a chance to review your own learning needs, outline your concerns, share your ideas, gain advice about your assignment alongside other course members.

In short, 'taught' sessions are an opportunity to:

- pursue the further various key elements in your study programme
- share ideas with tutors and fellow students
- develop further, in a supportive atmosphere, a mutual support network
- learn co-operatively in a general forum for active learning, discussion and debate.

Will I need access to an academic library...?

All the essential readings are included as part of your course pack and set books can be ordered for you, if required. There are usually one or two set texts for each module which you will need to purchase or borrow from a library. You are encouraged to read as widely as possible, and when preparing your dissertation it will be necessary to use a library for research. As a registered Keele student you have the right to use Keele University library whenever you wish - both during and outside course sessions. This means that overseas distance-learning students can access, from their personal computer, the wealth of on-line academic journals which are registered at Keele Library.

Keele University has also made arrangements with major academic publishing houses, such as Sage, Routledge and Centage, to provide our MBA Education (Int) course members with direct access to key texts at a discounted rate.

What if I experience difficulties... problems with my job or personal life...?

The Course Director is available to discuss - in confidence - any particular problems which may affect your studies, and it is advisable to let us know as soon as possible of anything which is likely to interfere with your studies: we are concerned to provide support and help wherever and whenever possible, so that you can ultimately achieve your objectives in undertaking the course. For example, if circumstances make it difficult to maintain your planned study programme, we may be able to arrange for you to defer or extend your studies beyond the standard minimum period. We expect all course members to complete the course within the required time period, and any course member who requests an extension must formally apply in writing to the Course Director. There are additional fees for extension or deferral.

While it is important to emphasise that support is always available, a neat balance needs to be struck between providing course members with the necessary flexibility of support, help and guidance alongside the need to have clear expectations and a time framework within which your goals can be achieved. There is a requirement for satisfactory progress to be maintained.

Can I be exempted from any elements of the course...?

Because our MBA programme is designed predominantly as an integrated distance-learning package, course members are encouraged to undertake the complete study package. However, if you believe you have appropriate previous study, you should submit a specific request for credit transfer or exemption when making your application. Where candidates provide evidence of previous accredited study in another recognised institution, applications for exemption are considered on a case-by-case basis.

For further details see the following website:

<http://www.keele.ac.uk/depts/aa/newacadregpages/moduleexemptions.htm>

Can I study just one or two modules.... just out of interest... or because my job has changed...?

Although the MBA programme is constructed predominantly as a complete package, we also recognise that individual needs differ widely and it is possible for you to opt into one or more modules according to your needs. You do not necessarily need to undertake the relevant assessment - but you cannot gain credit towards a qualification without doing so.

Single module study is open to all who wish to update their skills and knowledge in a specific area. If appropriate to course members' needs, single modules can be taken on an INSET/short course basis. However, following a formal application for study, your

work may be assessed so that it can form part of a Keele qualification. Assignments should be submitted according to the formal deadlines contained in the Course Handbook issued to all course members.

If you undertake single module study you need not complete the assignment. However, formal transferable credits towards, for example, a higher degree or Pg Diploma, cannot be given to those undertaking study of a particular module without the successful completion of the assessed element relating to that module. If you do intend to take a qualification, you are encouraged to register for assessment at the start of your studies, but you may opt for assessment following your study module - *providing a formal written request is made immediately following the appropriate Module session.*

You may study up to four single modules on a single module basis. (It is important to note, however, that registering for single modules may be more expensive than registering for an award - minimum 4 modules). At this point you may exit with a Pg Certificate, or apply for the Pg Diploma or Masters course. A successful application for the Pg Diploma, or Master's Course depends on:

- Attendance at HIS sessions
- Successful completion of assessments
- Appropriate academic and professional background.

Help!! I haven't studied for years... will I be able to start again...!?

We recognise that some people's study skills may be rather 'rusty'! Both the Course Director and the course team are experienced adult educators as well as having had experience as senior managers and practitioners in schools, colleges, local authorities and higher education. We recognise the importance of reviewing the key skills involved in studying again - particularly after a break of some years! - and we consider it an integral part of our brief to help course members re-familiarise themselves in this area. To this end, as each new participant joins the programme we provide study skills support, materials and help - both for general and specific study-related issues. While individual needs may differ, the need for a 'safety net' of advice and support which you may wish to tap into, is recognised.

The Research Project *sounds* interesting... but what's involved...?

Anyone doing a British Masters course will need to undertake a substantial piece of research - a Research Project - and write it up as a Dissertation. Your research is your own special and individual piece of work - you have the option to choose from a wide range of topics/areas and it is a very useful opportunity to undertake a piece of 'in-house' research which can benefit your organisation and fit in with your own professional tasks.

After the experience of writing a number of assignments you will probably have developed most or all of the necessary skills - and where you have not, you will be given plenty of advice and guidance. Ideally, your dissertation or project will demonstrate your

- i. awareness of appropriate research methods and techniques;
- ii. knowledge of relevant theory - both general and educational (as appropriate);
- iii. understanding of the current social, political, educational and technological context in which educationists operate;
- iv. ability to undertake critical evaluation, draw valid conclusions, and make meaningful recommendations.
- v. ability to write coherently, concisely and logically.
- vi. ability to meet deadlines

Each course member is given appropriate research support: firstly, through taking the Research Methods Guidance module; secondly, through ongoing tutor advice and guidance while selecting your research topic; and thirdly, through supervision and support when the research is being done and during the writing up period.

What our students say about the MBA Education programme...

“The overall structure of the course suited me perfectly [and] the feedback on assignments was excellent.”

“I have really enjoyed the course. The tutors challenge assumptions and encourage you to think critically. All members of the staff were helpful and supportive. Thank you all.”

“Without exception, the taught sessions were superb. All very different, clear objectives, well researched and debated, challenging and enjoyable. The breadth and quality of most external speakers added value to the sessions. The passion and professionalism of these sessions engendered pride and motivation to stick with it.”

“The course can be demanding but when you’ve completed it you feel as if you’ve earned it. I am proud to have gone through the experience.”

“Thank you for all the advice, tolerance and support you have shown me, and for your efficient and effective administrative systems. Thank you to the whole team for delivering a great course.”

“Thanks to all the tutors for their guidance, wisdom and support in enabling me to succeed on this MBA.”

“Undertaking the MBA Education programme has certainly made a positive difference to my career and I have now got the promotion I was looking for.”

NB: please note that potential applicants can contact current MBA Education (International) students to receive their opinions about the programme and general advice before applying. Contact Dr Stephen Whitehead for further details.

Where has it got them?

Keele's MBA Education (International) programme at Harrow International School offers significant, if not unique, personal and professional development opportunities to its students. Our students come from across Asia and the ASEAN countries especially, work in all sectors of education and have very diverse roles and responsibilities in their respective organisations. However, what is common to each of them is the desire to achieve their potential, both as educational professionals and as individuals. The MBA is, as you would expect, intellectually challenging, and it is this factor that really assists our students in progressing their careers. The MBA develops the student's knowledge and understanding of contemporary management and organisational theories, issues and debates, and the confidence and skills to engage with organisational issues from a critical and informed perspective. Not surprisingly this makes our students increasingly attractive in the competitive job market for middle and senior managers in education. Students who successfully complete the MBA Education (International) are certainly equipped, intellectually and in their skills base, to be the education leaders of tomorrow.

Whatever management level our students have reached upon their commencement of the MBA, it has been our experience they will likely obtain higher level positions, either during or shortly after completion of the programme. Indeed, this has already happened to the first intake of MBA Education (International) students who began the programme in May 2010. Aspiring educational managers will be more likely to get their first substantive management appointments, and go on to middle and senior management positions; current middle and senior managers are more likely to be offered high level executive positions commensurate with their advanced knowledge and understanding of educational issues in a global economy.

The MBA is not, however, only about professional development. There is another equally, if not more important aspect and that is the personal development of the individual. The knowledges and research skills that the student acquires from doing the MBA translate into a greater self-confidence and awareness as to how organisations function and are managed. This combination of personal and professional development creates the strongest platform for the student to go on to higher level executive positions should they so wish.

So what does the MBA Education (International) offer me...?

- **Comprehensive Tutor Packs**

Key course texts can be purchased through us, are integrated with Tutor Packs and are used to guide you through your studies. Additional readings are provided for each course member, as appropriate, to help you to structure your work, and Activity and Reflection points offer challenges to help you review management issues in the light of your reading and in relation to current and previous experience.

- **Tutor Guidance and Feedback on Assignments**

Assignments are submitted at appropriate assessment points in the programme and you are given written feedback designed to help your future professional development. In addition, where necessary, verbal feedback is given and course members are encouraged to discuss particular assignment-related issues with their tutors whenever

they feel they need clarification. Assignment outlines can also be discussed with the appropriate tutors at Payap based sessions or by telephone/fax/email.

- **Tutor Support and Counselling**

Our professional development course teams have been or are teachers in a variety of educational institutions/contexts and are currently University teachers, professional educationists (e.g. education managers) and advisers with a substantial background in working with adults.

- **Harrow International School in Bangkok. (www.harrowschool.ac.th)**

The three, 2-day residentials constitute the taught element of the MBA Education (International) programme and are all held at Harrow International School in Bangkok” HIS provides a first class learning environment and is conveniently situated close to Don Muang airport, and a taxi drive away from Suvarnabhumi International Airport in Bangkok. Students requiring accommodation in Bangkok will stay at the Amari Don Muang Airport Hotel, situated a short distance from HIS. Please note; the MBA course fees do not include the cost of hotel accommodation.

How do I apply for a place on the MBA Education programme...?

Application should be made on-line at <http://www.keele.ac.uk/pgtcourses/#d.en.4378> (scroll down to School of Public Policy and Professional Practice / Education MBA (International) / apply).

Talking with a Tutor

If you wish to discuss your application and proposed studies with a member of the course team please do not hesitate to contact us:

MBA Education Course Director: Prof. Steve Cropper (email: s.a.cropper@keele.ac.uk)

Asia Programme Co-Ordinator: Dr Stephen Whitehead

(email: drswitehead@gmail.com)

Course Administrator: Dorothy Tyson (email: d.tyson@keele.ac.uk)

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<h2 style="margin: 0;">Course Calendar</h2> <h3 style="margin: 0;">Dates of Sessions 2012 - 2014</h3>

Month	Date	
2012		
May	18-20	HIS based session: Module – EDU-40001 Organisational Behaviour Module – EDU-40003 Strategic Management Module – EDU-40015 Research Methods (1)
September	17	Submission deadline for OB assignment Submission deadline for SM assignment
October	19-21	HIS based session: Module – EDU-40005 Human Resource Issues Module – EDU-40002 Quality, Improvement and Effectiveness Module – EDU-40015 Research Methods (2)
2013		
March	25	Submission deadline for HRM assignment Submission deadline for QIE assignment
May	17-19	HIS based session: Module – EDU-40004 Resource Management Module – EDU-40015 Research Methods(3)
September	23	Submission deadline for RM assignment Submission deadline for RMethods assignment
October	18	HIS based session Module – EDU-40027 Dissertation Submission of Disseration Proposal
2014		
September	30	Submission of final dissertation

NB all dates are provisional



K E E L E
UNIVERSITY

MBA Education (International) Course Fees

Annual Fee: £4760 Total Fee: £9520

PG Certificate in Business Administration (Education)
(3 modules/60 credits). Total Fee: £3570

PG Diploma in Business Administration (Education)
(6 modules/120 credits). Total Fee: £7140

Discounts Available:

Applications received before the 31st December 2012, will receive a 10% discount. For example, for the MBA the total programme rate of £9250 will reduce to £8568.

Institutions which wish to send three or more staff members onto the programme will receive a 50% discount on every fourth place.

Fees shown are annual fees for the academic year **2011/12**.

The taught modules run from May 2012 to October 2013. On the full MBA this is followed by the preparation and writing up of the final dissertation, during which time students will receive individual support from their dissertation supervisor. The submission date for the dissertation is September 2014. Fees include costs of all distance-learning Tutor Packs - one is provided for each module taken - all teaching and tutorial support, marking and individual dissertation supervision.

Please note: fees do not include books, travel & subsistence or accommodation costs.

Website: <http://www.keele.ac.uk/education/postgraduatecourses/mbainternational/>
Email: eda04@keele.ac.uk