

STARTING OCTOBER 2017



A specialist programme for those working in co-operative schools or who may be interested in co-operative approaches to education. Delivered by Manchester Metropolitan University (MMU) and the Co-operative College, and accredited by MMU.

Choose to take the full MA or fewer units:

	1 year		2 years		3 years		
Full MA	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Dissertation
Certificate	Unit 1	Unit 2					
Diploma	Unit 1	Unit 2	Unit 3	Unit 4			

Tutorial support between sessions including a number of group Skype meetings with your tutors and peers.

In partnership with:

The **co-operative** academies trust



MA in Co-operative School Leadership

We are now recruiting for our unique, flexibly delivered Masters in Co-operative Educational Leadership and Management. This specialist programme will appeal to those working in co-operative schools or who may be interested in co-operative approaches to education. It is delivered by experts from Manchester Metropolitan University (MMU) and the Co-operative College, Manchester and accredited by MMU.

The 2017-18 programme is delivered through 6 taught sessions, the majority of which take place on Saturdays at MMU, Faculty of Education. The first and final units of the programme will be half-day sessions held on a weekday afternoon at the Co-op's iconic Head Office in Manchester.

You will have tutorial support between sessions including a number of group Skype meetings with your tutors and peers.

You can choose to take the **full MA (3 years- part time, 6 units including a dissertation)** or take fewer units in order to achieve:

- **Certificate** (1 year- 2 units, 60 credits)
- **Diploma** (2 years - 4 units, 120 credits)

The total cost of the programme (excluding travel costs) is **£1485 + VAT**.

Some bursaries and support may be available through your school/academy or trade union.



To be eligible for the Masters you will need:

- ✓ A degree or equivalent
- ✓ Support from your Principal/ Headteacher to be released for two half-day taught sessions and some self-organised research activity
- ✓ A supportive colleague who can act as a listener (typically a well-established middle or senior manager in the school/academy)
- ✓ Existing Masters level credits may be taken into account as APEL*

**For Accreditation of Prior Learning (APEL) to be counted, credits need to have been awarded in the last 5 years.*

Course outline 2017-19

Students take 4 units over 2 years before moving to their Masters dissertation.

The units run concurrently – in other words, in each of our face to face sessions elements from both units are covered.

YEAR 1

Unit 1: Mapping the Territory: critical concepts and issues (30 credits) Assessment: Reflective Essay (5000)

This unit enables a critical exploration and examination of some key contexts and theoretical perspectives in co-operative school leadership and as related to practice. Participants will examine the complexities, issues and challenges that a range of ideas and approaches can raise for (changing) practice environments. They will also consider how practice itself might, likewise, shape thinking, contexts and concerns. There is an emphasis on participants exploring (re-looking) at practice, practice settings and professional priorities via analysis and reflection utilising theoretical, conceptual and contextual lenses and evidence. Participants will be encouraged to ask challenging questions, and make judgements about 'what is going on', where they sit, and how they might respond.

Unit 2: Reflecting on your Practice (30 credits APEL)

1) A critical analysis (including reflection as appropriate) of an aspect of practice/professional development activities that demonstrates experiential learning to meet three (or more) of the programme learning outcomes. Appropriate academic literature needs to be referred to/ utilised. (2000 words)

2) Collation and presentation of evidence from practice experience relevant to/providing supporting evidence for part 1.

This unit supports students to undertake a project that has particular relevance to their professional practice. Students will identify and explore significant themes and issues in co-operative school leadership, select a relevant focus for their project, and the approach/tools/ methods they will use. Projects might be desk, practice, or enquiry-based but in all cases will enable students to develop and demonstrate specialist knowledge in co-operative school leadership through the use of evidence, analysis, reflection and evaluation, as appropriate to their project. The unit provides a useful introduction to the nature of knowledge, knowledge generation for practice and enquiry/investigation approaches.

YEAR 2

Unit 3: Research and Practice (30 credits)

Assessment: Assignment (3000words) Research Proposal (2000 words)

The intention of this unit is to enable students to approach research activities with confidence. The unit will allow students to develop an overview of the varying approaches to research and to consider which is most appropriate for them. The unit aims to give students a greater understanding of the relevance of research to their professional practice.

Unit 4: Shaping the Co-operative School Future (30 credits / APEL)

1) A critical analysis (including reflection as appropriate) of an aspect of practice/professional development activities that demonstrates experiential learning to meet three (or more) of the programme learning outcomes. Appropriate academic literature needs to be referred to/ utilised. (2000 words)

2) Collation and presentation of evidence from practice experience relevant to/providing supporting evidence for part 1.

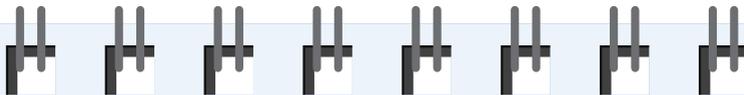
This unit provides opportunities for students to engage in a critical analysis of their professional contexts and existing practice responses. It asks students to address critical challenges, tensions or contradictions, and professional dilemmas, to think forward. Through use of theoretical frameworks appropriate in education and social science, and concepts in co-operative school leadership, students will explore existing complexities and contradictions within their own practice. Students will then develop possible ways of re-framing, re-imagining, or innovating for future practice.

To discuss the programme further or to express an interest, please contact:

Dr Cilla Ross, Co-operative College
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0161 819 3010

Or if you're an employee of the Co-operative Academies Trust:

Mark Williams, Co-op Academies Trust
Education Director - West Pennines
mark.williams@coop.co.uk
07713 315064



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