

MANCHESTER
1824

The University of Manchester

2026/27 ACADEMIC YEAR



MA



ONLINE AND BLENDED

EDUCATIONAL LEADERSHIP IN PRACTICE

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COURSE OVERVIEW

Education is constantly under pressure to conform to external requirements, especially with standardisation and teach to test sweeping the globe, steering policy and pressurising educational leaders.

This multi award-winning course will build your intellectual and practical confidence in all interactions; with teachers, parents, students, managers, board members and policymakers, to engage at a higher level and influence change.



MA
(Master of Arts)



Next enrolment:
September 2026

EXCELLENT

Our teaching is rated as 'excellent' by HEFCE, and our research-led approach to education means your lecturers will have real-world experience and knowledge which is sought by international organisations.

[Explore *The School of Environment Education and Development* ↗](#)



24 months, part-time



£17,800

A GLOBAL APPROACH

This course is taught both face-to-face by experts in the field at our global international centres in Manchester, Dubai, Hong Kong, Shanghai and SIngapore. This blended approach, where you will study independently online and meet with your lecturers and fellow students at the two workshops held every year, helps build professional networks and knowledge exchange from diverse international contexts.



Access video lectures and course materials such as podcasts, audio, text and video



Approx. 20 hours study time per week



Build your global network with teaching peers from around the world.



Take part in face-to-face workshops at one of our centres to enhance your learning.

ACADEMIC'S VOICE

“

Our MA Educational Leadership in Practice is about putting theory into practice and applying it in relation to, our students, our colleagues, the marketing, HR management, financial management - all the aspects of leading and supporting a school.

DR BEE HUGHES

Deputy Course Director and
Senior Lecturer





WHO IS THIS COURSE FOR?

This course is designed to help you to be the positive change your educational institution needs.

This course is designed for educators, whether already leaders or aspiring to be, to develop their skills further to take their establishment to the next level. Whichever your level, this course will equip you with the expertise you need to succeed.

This course is run from centres in Manchester, Shanghai, Dubai, Hong Kong and Singapore for a global approach to educational leadership. Learn from peers that teach across the world in different institutions to expand your knowledge.

With the blended approach you can meet your peers in person with two workshops hosted at our centres during your time on the course.



BENEFITS TO YOUR CAREER

Our global Educational Leadership in Practice course is designed to give you the vital knowledge and skills to take your career to the next level, empowering you to lead with confidence and have a real impact.

Through this course you will enhance your skills to make real change in your educational institution by:

- ✦ Networking with peers from around the world and understanding global contexts for education
- ✦ Learning from researchers and lecturers at the forefront of educational leadership research
- ✦ Attending face-to-face workshops each year to collaborate with peers in person
- ✦ Taking a practical approach to apply your learning and create change in your workplace from day one

You will be exploring and evaluating educational leadership from experts in the educational field at the forefront of current research. You will gain crucial skills needed to tackle the challenges facing the education sector today and understand what it takes to overcome these barriers.



REAL-WORLD EXPERIENCE

Educational Leadership in Practice has been designed with working professionals in mind. Throughout the course you'll gain valuable real-world skills that you can apply to your work from day one.



APPLIED RESEARCH

The course content is relevant to your profession and is informed by research-led academics at the forefront of the educational leadership field.



REAL-WORLD APPLICATION

Apply your learning and skills directly to your workplace practice from day one. Take a critical and theoretical approach with practice-based learning at every stage.



GLOBALLY-FOCUSED TEACHING

This course provides you with theoretical frameworks and also examines educational leadership issues in diverse international contexts.



BLENDED LEARNING

Through the course you will attend two annual in-person workshops. These workshops provide invaluable opportunities to attend live lectures, interact with your course academics and network with your course peers. In the second year, you will have the opportunity to attend a workshop at a centre of your choice.



COURSE UNIT OVERVIEW

STUDY PATHWAYS

To gain an **MA**, you'll complete five core 20 credit units, followed by a choice of one of two optional 20 credit units. You will then complete a 30 credit Research Skills and Application of Research to Professional Practice module followed by a 30 credit Project-based Enquiry for a total of 180 credits.

01

MODELS OF EDUCATIONAL LEADERSHIP(20 CREDITS)

- + **Mandatory**
- + In this unit you will explore conceptualising educational leadership practice as adjectival models and consider what this means in diverse international contexts.

02

ENGAGING WITH RESEARCH IN EDUCATIONAL LEADERSHIP (20 CREDITS)

- + **Mandatory**
- + In this unit you will learn about empirical literature base and develop skills to review this literature. You'll also engage in theory and understand the impacts and uses of this research with an opportunity to reflect on your own practice.

03

LEADING NETWORKS, PARTNERSHIPS AND COLLABORATIONS (20 CREDITS)

- + **Mandatory**
- + This unit explores the principles, practices, and challenges of leading networks, partnerships and collaborations in educational settings. This unit equips you to critically analyse leadership theories and strategies used in collaboration.

04

DIGITAL TECHNOLOGIES AND EDUCATIONAL LEADERSHIP (20 CREDITS)

- + **Optional**
- + This unit examines the impact of digitization on educational leadership, equipping you to apply theoretical frameworks to evaluate technologies, foster reflective practice, and enhance both personal and institutional approaches to teaching, learning, and organizational change.

05

LEADERSHIP OF INTERNATIONAL SCHOOLS (20 CREDITS)

- + **Optional**
- + This unit examines leadership in international schools, focusing on internationalism, equity, teacher retention, and transformative leadership through human rights and Global Citizenship Education.

06

LEADING EDUCATIONAL CHANGE (20 CREDITS)

- + **Mandatory**
- + This unit critically explores the complexities of educational change, examining its ideological, political, and cultural contexts while equipping you with the knowledge, skills, and perspectives needed to lead and evaluate change that fosters equity and meaningful improvement in education.

07

EDUCATION POLICY AND LEADERSHIP (20 CREDITS)

- + **Mandatory**
- + This unit examines the interplay between global policy discourses and educational reform, exploring how policy is shaped, enacted, and influenced by welfarism, social democracy, and neoliberalism, while equipping you to critically analyze and navigate the role of leadership in driving or responding to these changes.



FINAL PROJECT

For your final project to gain an MA, you'll need to complete a research skills module and a project-based enquiry around a problem linked to your professional practice.

RESEARCH SKILLS AND THE APPLICATION OF RESEARCH TO PROFESSIONAL PRACTICE (30 CREDITS)

In this unit you will apply skills of critical analysis to real-world research through 3 10-credit modules. In the first module you will identify and formulate a current issue in a relevant academic discipline or professional practice. You will then conduct a methodological analysis of the issue and its solution. Finally, you will reflect on relevant ethical, legal, policy, safety, social responsibility aspects of the issue in the context of the discipline.

PROJECT-BASED ENQUIRY (30 CREDITS)

For your final project you will identify and investigate an educational leadership problem located or inspired by your professional practice. You will use research and your knowledge to create a project report and presentation on a workable solution for this problem.



01

MODELS OF EDUCATIONAL LEADERSHIP



MODELS OF EDUCATIONAL LEADERSHIP (20 CREDITS)

ABOUT THIS UNIT

This unit is designed to help you conceptualise educational leadership practice as adjectival models.

You'll explore historical, political and epistemological reasons why educational leadership practice is often conceptualised in the literature as a set of models.

You'll examine what this means in diverse international contexts and the impact that such thinking may have.

The unit is delivered entirely online, with recorded lectures, online materials and tasks as well as interaction with academic staff and peers.

The unit is composed of 5 themes:

- + Educational leadership as models
- + Transformational leaders and leadership
- + Distributed leaders and leadership
- + Instructional leaders and leadership
- + Thinking beyond models in educational leadership

LEARNING OUTCOMES

- + Understand why educational leadership is framed as a series of models.
- + Critique and define key leadership models and locate your own practice beyond them.
- + Relate theoretical insights to your leadership experiences through reflective practice.
- + Analyse professional practices using conceptual knowledge of leadership

KEY INFORMATION



200 hours total study time, (approx. 20 hours per week part-time).



Includes 65 hours of online tasks and activities e.g. webinars and group discussions.



Assessment is based on a written critical reflection and evaluation.



Academic Lead: Dr Bobbie Dutton

02

ENGAGING WITH RESEARCH IN EDUCATIONAL LEADERSHIP



ENGAGING WITH RESEARCH IN EDUCATIONAL LEADERSHIP (20 CREDITS)

ABOUT THIS UNIT

This unit introduces you to the key practices of reading, reviewing, and reporting research in educational leadership.

It covers research design, critical reading, literature review techniques, and the impact of research on professional practice.

This unit will help you develop an understanding of literary sources and issues related to data retrieval and use and teach you how to structure, write and present a small-scale literature review.

This unit is delivered online through various materials, including lectures, podcasts, and case studies, with opportunities for real-time interaction with faculty and peers.

The unit is composed of 4 themes:

- + What is educational-leadership research?
- + What kinds of topics can be researched in educational leadership?
- + How can you review the literature?
- + Why should research in educational leadership be taken seriously?

LEARNING OUTCOMES

- + Understand literature sources, data retrieval and the purpose of systematic literature reviews
- + Critically read and assess academic policy and empirical research
- + Develop and present a small-scale literature review.
- + Reflect on your learning and its influence on your professional leadership practice

KEY INFORMATION



200 hours total study time (approx. 20 hours per week part-time)



Includes 5 hours of face-to-face workshop and 50 hours of online tasks



Assessments include a written literature review and a reflective account.



Academic Lead: Dr Bee Hughes

03

LEADING NETWORKS, PARTNERSHIPS AND COLLABORATIONS



LEADING NETWORKS, PARTNERSHIPS AND COLLABORATIONS (20 CREDITS)

ABOUT THIS UNIT

This unit explores the principles, practices, and challenges of leading networks, partnerships, and collaborations in educational settings.

You'll critically examine key concepts such as collaboration, leader networks, and context-based partnerships, while evaluating the strengths and limitations of collaborative working approaches.

The unit emphasises applying theory to real-world scenarios, with opportunities to lead a small-scale collaborative enquiry. You'll engage with live case studies, group discussions, and reflective exercises to build confidence in creating a collaborative culture, managing group dynamics, and delivering sustainable educational partnerships.

LEARNING OUTCOMES

- + Critically examine leadership theories and models relevant to educational networks, partnerships, and collaborations
- + Analyse systemic barriers to leadership in collaborative educational contexts
- + Evaluate the impact of leadership practices on collaborative outcomes.
- + Design and reflect on leadership strategies for collaborative projects.

KEY INFORMATION



200 hours total study time (approx. 20 hours per week part-time)



Combines face-to-face and online learning, including 50 hours of online tasks and discussions



Assessment through written assignment covering project analysis and collaborative reflection



Academic Lead: Dr Paul Armstrong

04

DIGITAL TECHNOLOGIES AND EDUCATIONAL LEADERSHIP



DIGITAL TECHNOLOGIES AND EDUCATIONAL LEADERSHIP (20 CREDITS)

ABOUT THIS UNIT

This unit examines the impact of digital technologies on educational leadership and the challenges posed by digitisation in education.

It explores how educational leaders can effectively leverage technology for innovation, organizational change, and enhanced learning.

This unit provides practical insights into leading and innovating with technology in educational settings, preparing you to address complex challenges in a rapidly evolving digital landscape.

The assessment includes a self-evaluation of your technology leadership practices and participation in two collaborative, role-based online activities.

LEARNING OUTCOMES

- + Understand frameworks and theories on digitization and its influence on educational leadership.
- + Critically evaluate the impact of digital technologies on personal and institutional practices.
- + Collaborate to develop, assess, and propose digital interventions in educational settings
- + Reflect on the integration of digital literacy and leadership practices in education.
- + Demonstrate effective teamwork and communication in online environments.

KEY INFORMATION



200 hours total study time (approx. 20 hours per week part-time)



Fully online with 10 hours of synchronous contact (webinars and tutorials).



Assessments through a self-evaluation document and two collaborative discussion activities



Academic Lead: Dr Drew Whitworth

05

LEADERSHIP OF INTERNATIONAL SCHOOLS



LEADERSHIP OF INTERNATIONAL SCHOOLS (20 CREDITS)

ABOUT THIS UNIT

This unit examines the leadership of international schools, focusing on their unique challenges and opportunities in a globalizing, market-driven context.

It emphasizes critical engagement with sociological, policy, and educational discourses to explore how leadership can address inequities and foster transformative change.

Assessments include a video presentation and a critical reflection on disseminating leadership initiatives.

The unit is composed of these themes:

- + Historical overview and examining internationalism and Global Citizenship
- + Critical perspectives of international schools
- + Leading international schools

LEARNING OUTCOMES

- + Understand key discourses, sociological perspectives, and policy drivers shaping leadership in international schools.
- + Critically evaluate the impact of international school leadership practices on equity, values, and global citizenship education.
- + Collaborate to analyze and address complex challenges in international education, considering diverse cultural and organizational contexts.
- + Reflect on the role of leadership in implementing emancipatory change and fostering transformative practices in global educational settings.
- + Demonstrate effective communication and teamwork in online environments, presenting and disseminating leadership initiatives.

KEY INFORMATION



200 hours total study time (approx. 20 hours per week part-time)



Fully online with activities including directed reading, podcasts, videos, and collaborative tasks.



Assessments include a video presentation and critical evaluation report



Academic Lead: Dr Bee Hughes

06

LEADING EDUCATIONAL CHANGE



LEADING EDUCATIONAL CHANGE (20 CREDITS)

ABOUT THIS UNIT

This unit examines the drivers, discourses, and mechanisms of educational change, critically exploring the role of leadership in navigating reform.

It delves into productive and counter-productive motivators, emphasizing the influence of educational values and relational leadership on teacher professionalism and school improvement.

Delivered through a blend of face-to-face workshops, online resources, and peer discussions, the unit provides practical tools and frameworks for leading meaningful change.

The unit is composed of 4 themes:

- + Examining what is meant by 'change'
- + A critical perspective on leading change
- + Counter-productive motivators for and mechanisms of change
- + Productive motivators for and mechanisms of change

LEARNING OUTCOMES

- + Understand how change is driven by policy imperatives and influenced by discourse.
- + Apply models of leadership to foster meaningful educational change in practice.
- + Critically evaluate the relationship between school cultures, structures, and reform.
- + Develop compelling arguments and critically examine policy and research on educational change.

KEY INFORMATION



200 hours total study time (approx. 20 hours per week part-time)



Includes 5 hours face-to-face workshops and 50 hours of online tasks



Assessments through written critical evaluation of change initiative and critical account of dissemination process



Academic Lead: Dr Paul Armstrong

07

EDUCATIONAL POLICY AND LEADERSHIP



EDUCATIONAL POLICY AND LEADERSHIP (20 CREDITS)

ABOUT THIS UNIT

This unit explores the development of education policies affecting leadership within local, national, and international contexts.

Through critical analysis of policy reforms, actors, technologies, and enactment, you will deepen your understanding of how policies shape and are shaped by educational leadership practices.

Delivered fully online, this unit emphasizes analytical frameworks for investigating policies and reflecting on their implications for professional practice.

The unit is composed of 6 themes:

- + What is policy?
- + Policy reforms
- + Policy actors
- + Policy technologies
- + Policy enactment
- + Policy research

LEARNING OUTCOMES

- + Understand the relationships between education policy, leadership, and broader societal changes.
- + Analyze key ideas underpinning education policy reforms and their effects on leadership practices.
- + Apply critical thinking to evaluate the discourses and practices surrounding education policy.
- + Examine the influence of policy frameworks on leadership and institutional arrangements.

KEY INFORMATION



200 hours total study time (approx. 20 hours per week part-time)



Fully online delivery, including 65 hours of online tasks and activities



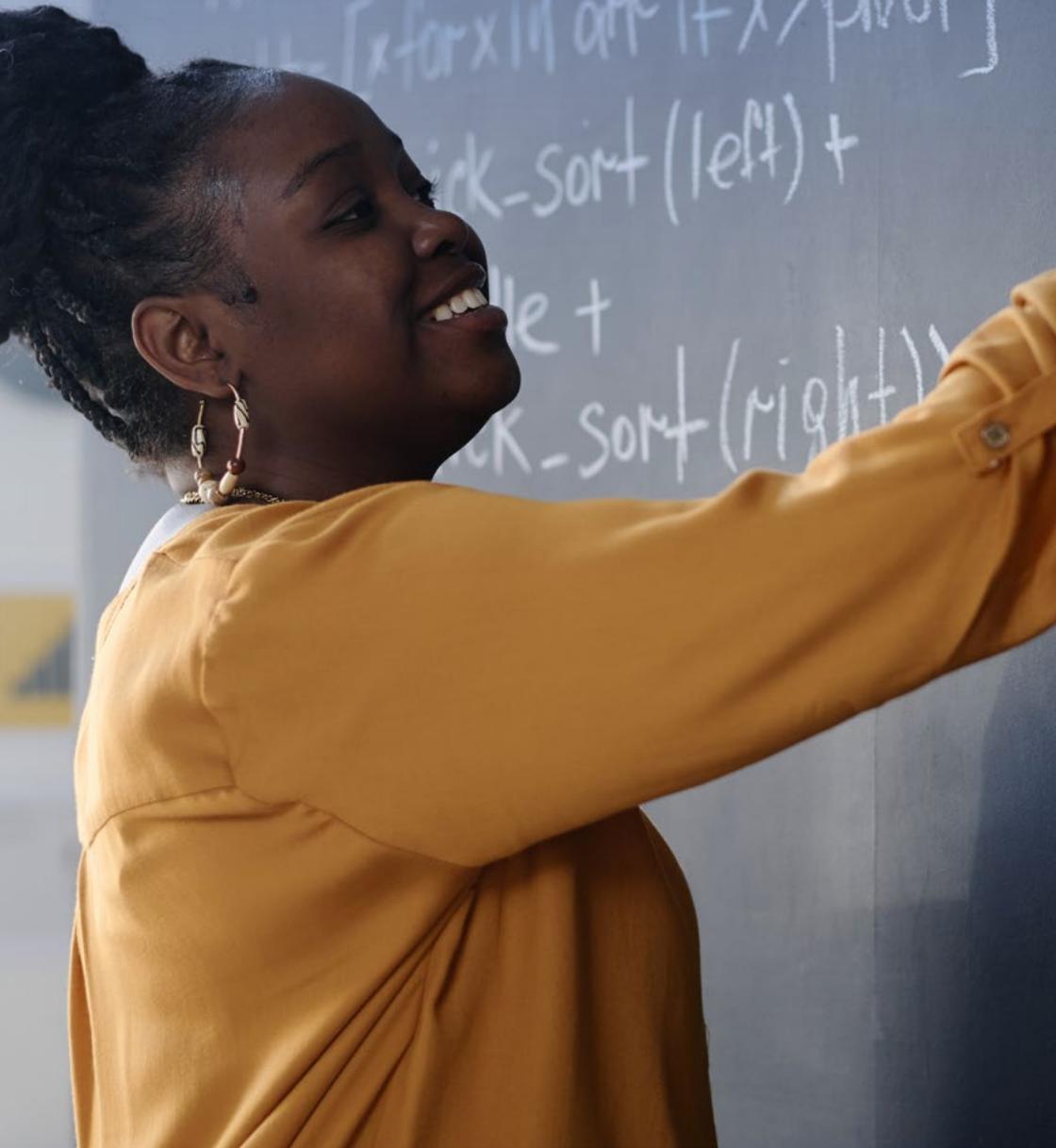
Assessments through a written critical evaluation of an education policy and its influence on your practice.



Academic Lead: Prof Steve Courtney

08

**RESEARCH
SKILLS AND THE
APPLICATION OF
RESEARCH TO
PROFESSIONAL
PRACTICE**



RESEARCH SKILLS AND THE APPLICATION OF RESEARCH TO PROFESSIONAL PRACTICE (30 CREDITS)

ABOUT THIS UNIT

This unit develops your research skills to tackle real-world problems in your field.

Delivered through three modules, it guides you to identify and formulate research questions, conduct methodological analyses, and evaluate ethical, legal, and policy considerations.

The unit covers the importance of integrating big data, assessing cancer risk in populations, and ensuring patient and public involvement.

You will engage with a variety of online resources, attend webinars, and participate in an interactive course conference. Designed to suit your professional context, the unit encourages critical thinking, teamwork, and the application of advanced research techniques.

Assessment involves completing structured proformas and reflective essays for each module.

LEARNING OUTCOMES

- + Demonstrate advanced knowledge and critical awareness of issues in your discipline or profession.
- + Apply critical analysis to real-world research questions and synthesize information effectively.
- + Evaluate ethical, legal, and policy considerations relevant to your research focus.
- + Develop professional skills, including teamwork, leadership, and independent learning for continued growth.
- + Communicate ideas clearly and appropriately across different media.

KEY INFORMATION



300 hours total study time (approx. 20 hours per week part-time)



Includes 11 contact hours and a 3 day workshop



Assessments through written assignments for each module.

09

PROJECT-BASED ENQUIRY



PROJECT-BASED ENQUIRY (30 CREDITS)

ABOUT THIS UNIT

This unit provides you with an opportunity to design, manage, and conduct a project-based enquiry grounded in educational leadership.

You'll address a research problem inspired by your professional practice, blending theoretical frameworks with practical solutions.

Projects can include action-based research, desk-based literature reviews, or secondary data analysis. Supported by supervision and peer engagement, you will explore innovative solutions and examine their impact on professional practice.

The assessment includes a 5,000-word project report and a 1,000-word impact report detailing the influence and recommendations arising from your work.

LEARNING OUTCOMES

- + Deepen your subject and leadership knowledge, critically engaging with research and scholarship.
- + Formulate research questions, synthesize findings, and recommend improvements for practice or policy.
- + Critically evaluate literature, methodologies, and theoretical perspectives.
- + Design and execute small-scale research, applying analytical techniques to real-world problems.
- + Disseminate findings using varied formats and reflect on their broader impact.
- + Develop transferable skills, including problem-solving, academic writing, and ICT proficiency.

KEY INFORMATION



300 hours total study time (approx. 20 hours per week part-time)



Includes 20 contact hours: webinars, one-to-one supervision, and online peer engagement through online tutorials.



Assessments through a written project report and a supplementary impact report



Academic Lead: Dr Bee Hughes

STUDY TIMELINE

September •—————• November

01

MODELS OF EDUCATIONAL LEADERSHIP (20 CREDITS)

YEAR 1

November •—————• February

02

ENGAGING WITH RESEARCH IN EDUCATIONAL LEADERSHIP (20 CREDITS)

YEAR 1

February •—————• May

03

LEADING NETWORKS, PARTNERSHIPS AND COLLABORATIONS (20 CREDITS)

YEAR 1

May •—————• July

04 OPTIONAL UNIT

DIGITAL TECHNOLOGIES AND EDUCATIONAL LEADERSHIP (20 CREDITS) OR LEADERSHIP OF INTERNATIONAL SCHOOLS (20 CREDITS)

YEAR 1



September ————— November

06

**LEADING EDUCATIONAL CHANGE
(20 CREDITS)**

YEAR 2

November ————— February

07

**EDUCATIONAL POLICY AND
LEADERSHIP
(20 CREDITS)**

YEAR 2

March ————— May

08

**RESEARCH SKILLS AND THE
APPLICATION OF RESEARCH TO
PROFESSIONAL PRACTICE
(30 CREDITS)**

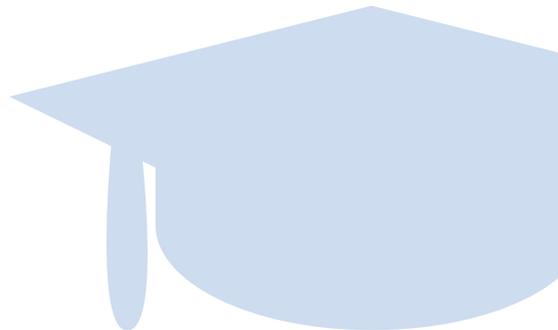
YEAR 2

May ————— July

09

**PROJECT-BASED ENQUIRY
(30 CREDITS)**

YEAR 2



ONLINE LEARNING AT A GLANCE



TEACHING EXCELLENCE

Our online courses are created and taught by the same established scholars as our on-campus options.



FLEXIBILITY

Online learning offers much more flexibility than traditional on-campus study, which makes it the perfect fit for working professionals.



HIGH QUALITY RESOURCES

You will have access to the same range of excellent facilities as on-campus students.



AN ONLINE COMMUNITY

Our virtual learning environment provides an opportunity to discuss and collaborate with your peers and academics with interactive features.



A GLOBAL APPROACH

Online learning at The University of Manchester is designed to be accessed by students from around the globe.



ONLINE LEARNING IN PRACTICE

Online learning can help you to access the excellence of The University of Manchester from anywhere in the world. The online model is ideal for working professionals who want to study alongside their careers and other commitments by offering flexible, part-time study



VIRTUAL LEARNING ENVIRONMENT

Our online, postgraduate courses are taught using a virtual learning environment. This is home to all of the teaching on your course including lectures, tutorials, videos and more as well as all learning materials such as reading, discussion boards and journals.



FLEXIBILITY AND TIMETABLING

Our online, part-time postgraduate courses give you the opportunity to take full responsibility for your studies so you can fit learning around your life.

There are live tutorials online, however, we understand attendance to these will not always be possible around a busy work schedule, so they are recorded for you to watch at a time that suits you.

All the resources you require for your studies are available to you 24/7 so you can adjust your studies to fit around your work and personal life.

**FIND OUT MORE ABOUT
ONLINE LEARNING ↗**



TECHNICAL REQUIREMENTS

Upon receiving an offer you will be asked to confirm that you can meet the following technical requirements for successful completion of the course:

- + An average of 15-20 hours available to devote to studying each week.
- + Regular access to a computer with internet speeds fast enough to run video conferencing and stream video lectures.
- + A computer that meets the software requirements of video conferencing and other software, broadband internet connection, desktop or laptop PC with windows 10 or later, 4GB RAM, 6GB disk space for installation (administrator rights are required to install software).
- + If your course is blended and includes some face-to-face activity, further information will be sent to you about expected attendance once you have received an offer.
- + Some courses will also require you to download relevant software - you will be provided access to this.
- + A smart phone on Android 11.0 or greater, or iOS 11.0 or greater, as you'll need to authenticate your credentials to access your learning materials.

APPLICATION AND ADMISSIONS



APPLICATION DEADLINE:

24 August 2026

COURSE START DATE:

7 September 2026



ENTRY REQUIREMENTS

Standard Entry Requirements

A good honours degree (minimum 2:1) or the overseas equivalent and a recognised teacher training qualification or at least one year's professional experience in a public or private educational organisation. You must also be currently working in an educational-related role.

Non-Standard Entry Requirements

Applicants who do not meet the standard criteria may still be considered if they possess relevant degrees and/or relevant professional experience.

[Explore Non Standard Entry Requirements](#)

ENGLISH LANGUAGE REQUIREMENTS

International students must demonstrate English proficiency through a secure and approved testing system. We ask for English language proof if you are from a non-majority English speaking country.

Specifically, we require a minimum of:

- + IELTS (Academic): 6.5 overall (with no less than 6.0 in all components).
- + TOEFL internet-based score of 90 or more overall (with no other section below 20).



WHAT TO SUBMIT WITH YOUR APPLICATION

When applying for this course you will be required to submit the following:

- + Copies of official degree certificates and transcripts of your previous study, showing the subjects taken and grades obtained. If these documents are in languages other than English, please provide official translations in addition to your official certificates and transcripts.
- + English language score report (if applicable) or alternative evidence to demonstrate your English language competency.
- + A copy of your CV detailing your full work experience.
- + A personal statement addressing the questions below (max 500 words):
 - What attracts you to apply to this course?
 - How does your work experience support you in applying for this course?
 - What do you hope to gain from this course?
 - How will this help you achieve your future aims and aspirations?

BEGIN YOUR APPLICATION ↗



FEES AND FUNDING



TUITION FEES

+ MA - £17,800



HOW TO FUND YOUR COURSE

Funding your online course is a key consideration when looking to begin your academic journey and your individual circumstances will determine how you can fund your studies.

Whilst funding options for online postgraduate taught courses are not as numerous as those for undergraduate and PhD study, there are still a variety of options to explore for your online course including:

- + Postgraduate loans
- + Employer funding
- + Self-funding
- + Scholarships
- + Bursaries
- + Tuition discounts
(including a 15% educator leadership discount and 10% application discount)

[EXPLORE FUNDING OPTIONS ↗](#)



MARTIN'S STORY

Martin Lipton, a Deputy Headteacher at Phorms Campus Berlin Süd, pursued an MA in Educational Leadership in Practice to develop his skills and advance his leadership career in bilingual and international education.

“The MA Educational leadership in practice course itself offered me the opportunity to really reflect on my leadership practice and gave me the opportunity to then work with some world class individuals within MIE and this has allowed me to progress not only my academic abilities but also my professional abilities as well.

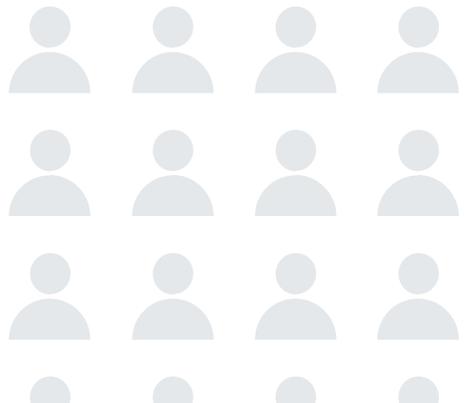
“We all have the same difficulties and share the same problems but we work towards the same goal.”

Balancing the course requirements with a full-time job is naturally very difficult, a full-time job requires your constant attention particularly in education however I found that when doing this course in reflection the key dates within every unit allowed me to track my time out each week and get me a real focus about what I needed to achieve by the end of the week or by the end of the month.

My biggest take away from this course has been making connections with other professionals who have worked alongside me on the course ranging from people who work in the primary schools in England to people who work in IB schools in Asia it's been a very helpful measure in getting an understanding that we all have the same difficulties and share the same problems but that we work towards the same goal and this course

has really given the education debate of what is education and how do you apply it as a leader and it really opened my eyes up to thinking how I support that and how I can help develop that concept.

Before starting my studies I looked at different courses and The University of Manchester offered me the best opportunity to work alongside top researchers in their field who were able to give me insight into educational leadership because I'm looking to move into a position where I am a leading figure in education particularly in a bilingual or international context.



STUDENT STORY

“

The course offered me the opportunity to really reflect on my leadership practice, and work with some high-class, model class individuals within MIE. This has allowed me to progress, not only my academic abilities, but also my professional abilities as well.”

MARTIN LIPTON

Deputy Head Teacher,
Phorms Campus Berlin Süd

HEAR FROM MARTIN ➤

WHY MANCHESTER?



AN INTERNATIONALLY RENOWNED UNIVERSITY

In the Academic Ranking of World Universities (2025), the University is placed:

- + 6th in the UK;
- + 13th in Europe;
- + 46th in the world.



WORLD-CLASS RESEARCH

The University of Manchester's research beacons are examples of pioneering discoveries, interdisciplinary collaboration and cross-sector partnerships that are tackling some of the biggest questions facing the planet.



OUTSTANDING TEACHING

This quality of research feeds into our taught courses, many of which are also designed to meet the needs of industry.



SOCIAL RESPONSIBILITY

We were the first university in the UK to set social responsibility as a core goal - this is reflected in our commitment to the UN Sustainable Development Goals.



GLOBAL INFLUENCE

There are more than 170 nationalities among our student population and our range of online and blended learning courses enable a global audience to benefit from a Manchester education.

Much of our research has a global impact, in areas including health and wellbeing, climate change, international trade and cohesive communities.

We also have agreements with a host of international institutions and organisations that inform our global approach to research and education.



SUPPORT AND SERVICES

As a student of The University of Manchester, you will receive full access to our facilities and resources such as the online library, careers service and wellbeing support. Many of these services offer personalised support and 24/7 access, and are all accessible to our global community.



SUSTAINABLE DEVELOPMENT GOALS

The [17 Sustainable Development Goals \(SDGs\)](#) are the world's call to action on the most pressing challenges facing humanity and the natural world, and we're playing a leading role in tackling them.

At The University of Manchester, we address the SDGs through our research and particularly in partnership with our students. To illustrate how our teaching will empower you as a change maker, we've highlighted the key SDGs that this course addresses:



GOAL 4 - QUALITY EDUCATION

Obtaining a quality education is the foundation to improving people's lives and sustainable development.



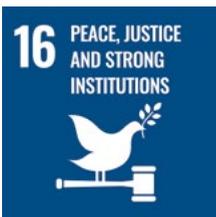
GOAL 5 - GENDER EQUALITY

Gender equality needs to be achieved by ending all forms of discrimination and violence to women and girls and ensuring equal opportunities in leadership, education and work.



GOAL 10 - REDUCED INEQUALITIES

To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations.



GOAL 16 - PEACE, JUSTICE AND STRONG INSTITUTIONS

We must ensure that we have strong institutions, global standards of justice, and a commitment to peace everywhere.

BE THE CHANGE YOUR EDUCATIONAL INSTITUTION NEEDS



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This brochure is prepared in advance of the entry dates it relates to and all information is accurate at the time of publication (October 2025).