MANCHESTER 1824
The University of Manchester

2027/28 ACADEMIC YEAR



MA ONLINE AND BLENDED

EDUCATIONAL LEADERSHIP IN PRACTICE

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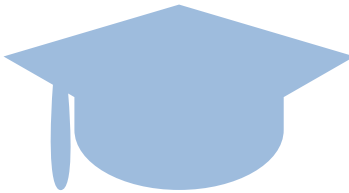

COURSE OVERVIEW

Education is shaped by increasingly complex social, political and policy challenges, requiring leaders who can think critically, act confidently and influence meaningful change.

This multi award-winning course develops the intellectual and practical confidence to engage effectively with teachers, students, families, policymakers and wider educational communities.

MA
(Master of Arts)

Next enrolment:
September 2027

24 months, part-time

£18,700

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.

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 ↗

A GLOBAL APPROACH

This course is taught both face-to-face and online 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.

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 PAUL ARMSTRONG

Course Director

WHO IS THIS COURSE FOR?

If you're a teacher or educator looking to move into a leadership role in the UK or internationally, The University of Manchester's part-time Master's in Educational Leadership - delivered through flexible blended learning - lets you advance your career without taking a break.

Our MA Educational Leadership in Practice equips you with the knowledge, confidence, and practical tools to tackle real-world challenges in education. You'll engage with international peers and attend in-person workshops held in Manchester or at one of our four global centres.

With a strong international focus, our Master's in Educational Leadership ensures your learning is globally relevant and directly applicable to diverse educational contexts around the world.



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-FOCUSSED 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 will 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 in Practice unit followed by a 30 credit Literature/Practice-based Enquiry for a total of 180 credits.

01

ENGAGING WITH RESEARCH IN EDUCATIONAL LEADERSHIP (20 CREDITS)

+ **Mandatory**

In this unit will introduce you to the expectations and practices concerning firstly, reading and reviewing research in educational leadership; and secondly, systematically processing and reporting on research in educational leadership.

02

MODELS OF EDUCATIONAL LEADERSHIP(20 CREDITS)

+ **Mandatory**

+ In this unit you will explore the reasons why educational leadership is often conceptualised in the literature as a set of models. This will be achieved by examining a range of key models in the field of educational leadership, and coming to understand how their application may be useful in some contexts, but potentially damaging in others.

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 explores the implications of digitisation and digital technologies for educational leadership, examining how technology-related decisions are shaped by policy, ethics and pedagogy, while developing your understanding of both the opportunities and risks of leading in a digital age.

04

LEADERSHIP OF INTERNATIONAL SCHOOLS (20 CREDITS)

+ **Optional**

+ This unit aims to develop understanding of conceptualisations of globalisation and internationalisation, develop understandings of the international school from a critical perspective and critically examine the challenges of leading international schools

05

LEADING EDUCATIONAL CHANGE (20 CREDITS)

+ **Mandatory**

+ This unit explores the concepts of change, educational change and educational leadership, examining the key discursive, sociological and policy drivers that shape different understandings of educational change.

06

EDUCATIONAL POLICY AND LEADERSHIP (20 CREDITS)

+ **Mandatory**

+ This unit aims to develop your knowledge and understanding of debates regarding the development of education policy concerning, promoting or affecting leadership, both within and across national boundaries. You will critically analyse educational leadership practices and institutional arrangements as they have developed in the context of policy change.



FINAL PROJECT

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

RESEARCH SKILLS IN PRACTICE (30 CREDITS)

In this unit you will apply skills of critical analysis to real-world research through 3 components. In the first topic 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.

LITERATURE/PRACTICE-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 ENGAGING WITH RESEARCH IN EDUCATIONAL LEADERSHIP



ENGAGING WITH RESEARCH IN EDUCATIONAL LEADERSHIP (20 CREDITS)

ABOUT THIS UNIT

This unit introduces you to the key expectations and 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 through face-to-face workshops and 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?
- Thinking about themes in educational research.
- The importance of literature reviews in educational research.
- The importance of educational research.

LEARNING OUTCOMES

- Identify literature sources and issues related to data retrieval and use.
- Critically analyse relevant academic literature and synthesise findings into a small-scale literature review.
- Critically examine key concepts of ethics and trustworthiness in qualitative research.
- Effectively contribute to debates about research in educational leadership in a range of different contexts and from different perspectives.
- Apply conceptual knowledge about educational leadership research to the analysis of real situations.

KEY INFORMATION



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



Includes 15 hours of face-to-face workshop and 45 hours of online tasks



Assessments include a written literature review and a reflective account.



Academic Lead: Dr Bee Hughes

02 MODELS OF EDUCATIONAL LEADERSHIP



MODELS OF EDUCATIONAL LEADERSHIP (20 CREDITS)

ABOUT THIS UNIT

This unit is designed to help you conceptualise educational leadership through the study and critical analysis of influential leadership models.

Through engagement with research, real world scenarios, and reflective practice, you will evaluate how different leadership approaches can inform professional decision making. This unit encourages you to connect theoretical knowledge with your own experiences of educational leadership, enabling you to consider how leadership models shape practice, organisational culture, and professional identities.

By the end of the unit, you will be able to apply your understanding of leadership models to critically informed reflections on practice and to analyse the implications of different approaches for leading and improving educational environments.

The unit is delivered through in-person workshops and online, with recorded lectures, online materials and tasks as well as interaction with academic staff and peers.

The unit is composed of 5 themes:

- Models of educational leadership
- Transformational leaders and leadership
- Distributed leaders and leadership
- Instructional leaders and leadership
- Thinking beyond models in educational leadership

LEARNING OUTCOMES

- Explain why leadership in education is conceptualised as a series of models.
- Critically analyse a range of educational leadership models.
- 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 45 hours of online tasks and activities and 15 hours of face-to-face contact through workshops.



Assessment is based on a written critical reflection and evaluation.



Academic Lead: Professor Steven Courtney

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.

The unit is composed of 3 themes:

- Key concepts principles and frameworks.
- How to lead networks, partnerships and collaborations in educational settings.
- The process of undertaking and evaluating your small-scale research enquiry and submission of the final summative assessment.

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 45 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 (OPTIONAL)



DIGITAL TECHNOLOGIES AND EDUCATIONAL LEADERSHIP (20 CREDITS - OPTIONAL)

ABOUT THIS UNIT

This unit examines the implications of digitisation and digital technologies for the leadership of education in the 21st century.

It aims to help students understand how decisions are made about technology in practice settings, how these decisions are shaped by various factors including policy, ethics, pedagogy and the affordances of the technology itself, and how effective educational leadership requires a harnessing of the benefits of technology, but also a keen awareness of its risks and dangers.

You will be encouraged to reflect on your own personal use of digital technology, whether as learners, teachers or managers, and the impact that this might have on your career development and other aspects of your educational leadership practice.

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

LEARNING OUTCOMES

- Demonstrate knowledge of a range of frameworks and theories relating to digital technologies within educational settings.
- Discuss and analyse relevant academic literature within the educational leadership field.
- Analyse empirical data to interpret their own collaborative practice.
- Apply digital technology frameworks to evaluate and enhance aspects of their own professional practice.
- Reflect upon the applied strategies used to navigate and manage group dynamics in educational collaborations.
- Communicate ideas effectively in written formats using evidence tio support.

KEY INFORMATION

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

Includes 45 hours of online tasks and 15 hours of face-to-face workshops

Assessed group discussion and self-evaluation document.

Academic Lead: Dr Drew Whitworth

04 LEADERSHIP OF INTERNATIONAL SCHOOLS (OPTIONAL)



LEADERSHIP OF INTERNATIONAL SCHOOLS (20 CREDITS - OPTIONAL)

ABOUT THIS UNIT

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

In this unit you will develop your understanding of the importance of international schools in the global education system. You will examine key ideas around globalisation and internationalisation and think about these within your own context.

You will develop understanding of the rapidly expanding international schools market and how leadership of international schools is an increasingly complex task.

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

The unit is composed of these themes:

- Conceptualising Internationalism and Globalisation
- A critical perspective on implementing emancipatory education
- 'To Lead or not Lead?'
- Leading international schools

LEARNING OUTCOMES

- Demonstrate knowledge of globalisation and internationalisation within global education systems.
- Critically evaluate discourses around international schools' curricula.
- Critically evaluate the challenges of leading international schools.
- Critically analyse and interpret research and conceptual papers in international schools' leadership through creating and delivering a formal video presentation.
- Critically examine the work of others in the field of international education.
- Construct and defend arguments through effective communication and presentational skills.

KEY INFORMATION



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



Includes 45 hours of online tasks and 15 hours of face-to-face workshops



Assessments include a video presentation and critical evaluation report



Academic Lead: Dr Bee Hughes

05 LEADING EDUCATIONAL CHANGE



LEADING EDUCATIONAL CHANGE (20 CREDITS)

ABOUT THIS UNIT

This unit explores the discourses and conceptualisations of change constructed through these key discursive, sociological and policy perspectives.

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

- Explain why change is a policy imperative in many education systems and how discourses influence the changes required.
- Apply differing models of educational leadership, and the perspectives on change their adoption produces.
- Analyse the relationship between school cultures, structures and change and how this applies in their practice.
- Critically examine sociological perspectives on educational change to argue what a 'good' or 'better' school is in relation to discourse.
- Synthesise from a range of sources to develop coherent and compelling arguments.
- Translate academic research and concepts relating to educational change and leadership into professional language and outcomes.

KEY INFORMATION

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

Includes 10 hours of face-to-face workshops and 5 hours of tutorial.

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

Academic Lead: Dr Paul Armstrong

06 EDUCATIONAL POLICY AND LEADERSHIP



EDUCATIONAL POLICY AND LEADERSHIP (20 CREDITS)

ABOUT THIS UNIT

This unit aims to develop your knowledge and understanding of debates regarding the development of education policy concerning, promoting or affecting leadership, both within and across national boundaries

The unit enables you to explore the discourses and conceptualisations of policy constructed through these differing perspectives and to critically examine the interaction between leadership and policy.

Delivered through in-person workshops and online learning, this unit emphasizes analytical frameworks for investigating policies and reflecting on their implications for professional practice.

The unit is composed of 4 key themes:

- What is policy?
- Policy reforms
- Policy actors
- Policy enactment

LEARNING OUTCOMES

- Critically analyse education policy in relation to educational leadership and its relationship to wider changes.
- Critically analyse educational leadership practices and institutional arrangements as they have developed in the context of policy change.
- Interpret and synthesise diverse firms of information relating to education policy.
- Apply informed and evidence-based perspectives to discourse on education policy development.
- Examine educational leadership practices in the light of emerging understandings of policy change and development.
- Demonstrate effective writing skills, describing explaining and synthesising arguments.

KEY INFORMATION



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



Includes 15 hours of face-to-face workshops and 45 hours of online tasks.



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



Academic Lead: Prof Steve Courtney

07 RESEARCH SKILLS IN PRACTICE



RESEARCH SKILLS IN PRACTICE (30 CREDITS)

ABOUT THIS UNIT

This unit aims to provide opportunities for you to locate, evaluate and synthesise complex information from a wide range of academic and professional sources. You will also apply advanced critical analysis to a real-world research question relevant to your discipline and demonstrate awareness of ethical, legal, policy and safety considerations in research practice and uphold principles of academic integrity.

Delivered through three components, this unit guides you to identify and formulate a current issue in a relevant academic discipline or professional practice, conduct a methodical analysis of the problem and its solution and then reflect on relevant ethical responsibility aspects of the issue in the context of the discipline.

You will develop key employability skills by building effective woring relationships, contributing constructively to collaborative tasks, demonstrating intiative, responsibility and effective time management, and listening to and supporting peers within inclusive learning environments.

Assessment involves completing structured proformas and reflective essays for each component of this unit.

LEARNING OUTCOMES

- Critically analyse current issues and debates in your subject, discipline or profession drawing on theoretical and empirical evidence.
- Apply principles of professional responsibility, integrity, and ethical considerations as a researcher.
- Apply skills of critical analysis to real world situtations within a defined range of contexts.

KEY INFORMATION

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

Includes 15 hours of face-to-face contact through in-person workshops

Assessments through written assignments for each component.

Academic Leads:Dr Bee Hughes and Dr Bobbie Dutton

08 LITERATURE/ PRACTICE-BASED ENQUIRY



LITERATURE/PRACTICE-BASED ENQUIRY (30 CREDITS)

ABOUT THIS UNIT

This unit provides you with an opportunity to plan, manage, and conduct practice-based research on a topic related to your programme of studies and your learnings from the MA Educational Leadership in Practice.

You will identify and investigate a research problem located in or inspired by your professional practice. Beginning with one or more research questions you will explore a workable solution to that issue or problem, combining the theoretical with the practical and supported by empirical evidence.

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

- Demonstrate knowledge of research design and methods within the practitioner enquiry tradition.
- Understand and appreciate the opportunities and limitations of small-scale enquiry.
- Apply key concepts of validity, reliability and trustworthiness to qualitative research.
- Conduct a small-scale investigation in a systematic manner.
- Reflect on your own practice and think about how your learning might influence your professional work.
- Apply conceptual knowledge about educational leadership to real life professional situations and scenarios.

KEY INFORMATION

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

Includes 10 hours of workshop attendance.

Assessments through a written project report and a supplementary impact report

Academic Lead: Dr Bee Hughes

STUDY TIMELINE

September — November

01

ENGAGING WITH RESEARCH IN EDUCATIONAL LEADERSHIP (20 CREDITS)

YEAR 1

November — February

02

MODELS OF 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

Although the order of units is scheduled in advance, it may be subject to occasional adjustments.

September — November

05

LEADING EDUCATIONAL CHANGE (20 CREDITS)

YEAR 2

November — February

06

EDUCATIONAL POLICY AND LEADERSHIP (20 CREDITS)

YEAR 2

March — May

07

RESEARCH SKILLS IN PRACTICE (30 CREDITS)

YEAR 2

May — July

08

LITERATURE/PRACTICE-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:
23 August 2027

COURSE START DATE:
6 September 2027

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 y ear'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 - £18,700

We offer a 15% educator leadership discount and a 10% application discount.

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 QS World University Ranking (2027), the University is placed:

- 7th in the UK;
- 11th in Europe;
- 40th 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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BEGIN YOUR APPLICATION ↗

This brochure is prepared in advance of the entry dates it relates to and all information is accurate at the time of publication (October 2026).