MBA (Education)
(inc. Diploma and Certificate)

Part-time, Distance-Learning

Course Information 2014

School of Public Policy and, Professional Practice

Keele University
General Information: Some Questions....?

Welcome to the Department of Education at Keele University where we aim to offer 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 may have several questions. This booklet attempts to answer some of the most frequently asked questions regarding our MBA Education. 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

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<tr>
<th>Staff members</th>
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<tr>
<td>Professor Stephen Cropper</td>
<td>Course Director, Keele University</td>
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<tr>
<td>Prof Derek Glover</td>
<td>Keele University</td>
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<tr>
<td>John Hull</td>
<td>University of Manchester</td>
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<tr>
<td>David Cracknell</td>
<td>Chester University</td>
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<td>John Edmonstson</td>
<td>Keele University</td>
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<tr>
<td>Richard Morcombe</td>
<td>Former Vice Principal, North Warwick &amp; Hinckley College</td>
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<tr>
<td>Prof Carole Thornley</td>
<td>Keele University</td>
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<tr>
<td>Tom Bisschoff</td>
<td>School of Education, University of Birmingham</td>
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<tr>
<td>Dorothy Tyson</td>
<td>Course Administrator</td>
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Visiting Speakers include

| Prof. Helen Gunter                 | University of Manchester         |
| Prof. Mike Bottery                 | University of Hull                |
| Prof. Daniel Muijs                 | Manchester University             |
| Prof. Denis Gleeson                | Warwick University                |
What are the main features of Keele’s Programme...?

Our semi-distance-learning MBA Education programme encourages educational and related public/private sector professionals to broaden their knowledge, understanding and skills within their own work context. 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 Keele
- 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 backgrounds to look in greater depth at contemporary issues in education management and organisation.

The course is designed to be rigorous and challenging academically, and practical in terms of your day-to-day responsibilities. 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.

We can provide all the essential elements needed to undertake the study programme - comprehensive tutor notes and additional readings, a high quality learning environment, as well as support and guidance from experienced tutors. 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. We endeavour to provide a high quality study programme which can be integrated into your work and home life.

What are the aims of the MBA Education ...?

The course has been designed to:

- help you acquire, through an active and reflective approach to your own learning, a broader and deeper knowledge-base regarding educational management - particularly in terms of senior management responsibilities;
- encourage you to develop further your creative and intellectual skills;
- help you further improve your interpersonal and human relations skills;
- help you develop more sophisticated and analytical approaches to problem-solving and decision-making within a strategic management context;
- help you place your own experience and learning within a wider national and, where appropriate, international context;
- help you improve your career potential and breadth of experience;
- help you focus on continuing improvement and personal development.

How is Keele’s MBA Education different....?

Keele started the UK’s first part-time, semi-distance learning MBA Education programme because we saw the need for an innovative response to the challenges facing education managers following the 1988 Education Reform Act. Since then, major changes across all sectors of UK education mean that practitioners must continually update their knowledge base in order to meet the new challenges of this era. Thus, our major concern remains to provide you with a high quality course which is relevant and useful to you both professionally and personally.
The course is primarily for senior and experienced colleagues who wish to broaden and deepen their understanding of management knowledge and skills. The target groups are middle and senior managers in Schools, Colleges, Universities, LEAs, Learning and Skills Councils and related public/private sector organisations, or those aspiring to such roles. The MBA is also designed to be relevant to colleagues from overseas, who as educational professionals bring to the programme knowledge and understanding of education in the global context. Currently the MBA has students from schools, LEAs, FE colleges, Ofsted, universities, private consultancy, nursing education and overseas.

Programme tutors are drawn from all areas of UK education and are especially recruited for their knowledge and experience of particular aspects of the programme. The current MBA Education Course Team consists of men and women from senior management and executive positions in Schools, Colleges, Private Education Agencies, LEAs and Universities.

Is it a real MBA course....?

Our MBA Education incorporates the standard ingredients of a ‘business school’ MBA but, importantly, places it within an educational framework: it is not a Master’s course in education in disguise! The course covers the practical and theoretical aspects of management/business administration - allowing you to assess the value and relevance of business and organizational concepts to your own professional education situation. A number of our tutors also lecture on other MBA programmes and, in addition, have a background in and commitment to researching the education service.

How is the MBA Education course structured....?

The MBA (Education) course comprises a series of Taught and Research Modules. 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; and changing notions of professionalism; Three major themes are explored within the module:

- (i) The Employee and the Organization;
- (ii) Effective Management in Educational Organizations
- (iii) Leadership, Management and Professionalism.

Theme (i) 'The Employee and the Organization' looks initially at the motivation to work, examining classical theories of scientific management and the human relations school. This is followed by concentration on the current neo-human relations school, which provides a basis for analyses of work design and job enrichment.

Theme (ii) 'Effective Management in Educational Organizations' examines a number of key concepts informing our understanding of how organizations work and are experienced by both management and staff. Examples include, power, control, resistance, gender, managerialism, decision-making, accountability, and performance.

Theme (iii) 'Leadership, Management and Professionalism' critically explores these three concepts and, drawing on appropriate theories, undertakes an analysis of emergent forms of leadership and decision-making within organizations, and shifts in professional practice and identity.
EDU-40002 (double module) Quality, Improvement and Effectiveness in Education
(30 Credits)
The 1988 and 1992 Education Acts marked the start of a major policy change in British education, aimed at improving the quality of educational performance and raising standards of achievement across all sectors. Through systems of devolved local management and enhanced accountability at institutional level, governments have sought, over the last 15 years or so, to develop a ‘market’ approach to education that satisfies the demand for value for money in terms of public spending. This changed approach has meant that the role of Local Education Authorities has undergone radical changes, though their predicted demise from some quarters has proved premature! As an outcome of policy shifts, performance indicators, targets, benchmarks, ‘league’ tables, inspections, appraisal and performance management systems have become embedded in the organisational life of educational institutions, and these changes of concept and approach have been mirrored within other public services such as Health and Social Services.

This double module takes a critical and evaluative approach to the concepts of improvement, effectiveness and quality in educational provision. In so doing it aims to equip participants with the knowledge and understanding that will enable them to 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)
This module will examine in detail the philosophies and practices which underpin strategic management, providing a backdrop for the consideration of management strategy in a range of contexts - with a particular focus on education. Though this module focuses primarily on the public sector and education, private sector comparisons will be made to enhance depth of insight.

The predominant focus of this module will be on long-term decision making by senior management in the pursuit of organizational policy goals. Public sector exemplars like the Civil Service, Health and Education Services will be considered alongside private sector enterprises. Distinctions will be drawn between policy-making, the implementation of policy through strategic management, and operational management.

The module will also focus on the development of management in a wide range of British contexts, including education. The passing of the "age of administration" will be assessed in relation to a range of factors, including for example, changes in organizational structure and behaviour - both centrally and at the periphery. Throughout the module, strategic management will be analysed at a number of levels within an educational organization.

EDU-40004 Resource Management (15 Credits)
This module is sub titled, Resource Management: From the Global Economy to the Departmental Photocopying. The module starts by looking at changes in the nature of the global economy over the last 30 years and the move from economic nationalism to the globalised economy. In this context it looks at the progressive and continuing introduction of market forces (locally, nationally and internationally) into the management of education (and wider public services) and how this affects the way in which managers manage resources. The module considers the paradox of a devolved, quasi-market approach alongside significant government intervention in aspects of resource management.

The module goes on to examine the legislative basis of these changes. It looks at the UK public expenditure and education expenditure patterns, with some brief international comparisons. The module then examines how the cake is divided up through the constantly changing market
orientated funding formulas that determine funding to individual schools and further education colleges.

Finally the module introduces students to a little of the theory of managing budgets at institutional and departmental level.

The teaching approach is a mixture of lecture and group based practical exercises.

**EDU-40005 Human Resource Issues (15 Credits)**
This module begins with an assessment of personnel and the human resource management function within organizations. Thereafter, it considers the major employee resourcing areas of manpower planning, recruitment, selection and appraisal, job analysis and job evaluation, payment systems and conditions of service. This is followed by an outline of staff training and management development.

Collective bargaining, grievance and disciplinary procedures, and negotiation theory are considered, with public and private sector material used in the analysis. The module also examines the current legislative context in education and industrial relations - including 'deregulation', changes in employment law.

**EDU-40015 Research Methods Training/Guidance (30 Credits)**
This module is a necessary introduction and guide to research and deals with research methods, methodologies, concepts and issues, offering guidance about how to approach research so as to maximise benefits while minimising problems. 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 RM05 (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 module provides an opportunity for course members to undertake a larger scale piece of research within a focused area. It provides an invaluable opportunity 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. Through this Professional 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, and by writing up the findings in a structured dissertation format.
The structure of the course is as follows:

**MBA (Education)**

The total number of credits is 180 as follows:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU-40001</td>
<td>Organizational Behaviour and Development in Education</td>
<td>15 Credits</td>
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<tr>
<td>EDU-40002</td>
<td>Quality, Improvement and Effectiveness</td>
<td>30 Credits</td>
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<tr>
<td>EDU-40003</td>
<td>Strategic Management in Education</td>
<td>15 Credits</td>
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<tr>
<td>EDU-40004</td>
<td>Resource Management in Education</td>
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<tr>
<td>EDU-40005</td>
<td>Human Resource Issues</td>
<td>15 Credits</td>
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<tr>
<td>EDU-40015</td>
<td>Research Methods</td>
<td>30 Credits</td>
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<tr>
<td>EDU-40027</td>
<td>Dissertation</td>
<td>60 Credits</td>
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**The PG Diploma in Business Administration (Education)**

The total number of credits is 120 as follows:

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<tr>
<th>Course Code</th>
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<tr>
<td>EDU-40001</td>
<td>Organizational Behaviour and Development in Education</td>
<td>15 Credits</td>
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<tr>
<td>EDU-40002</td>
<td>Quality, Improvement and Effectiveness</td>
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<tr>
<td>EDU-40003</td>
<td>Strategic Management in Education</td>
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<td>EDU-40004</td>
<td>Resource Management in Education</td>
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<td>EDU-40005</td>
<td>Human Resource Issues</td>
<td>15 Credits</td>
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<tr>
<td>EDU-40015</td>
<td>Research Methods</td>
<td>30 Credits</td>
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**The PG Certificate in Business Administration (Education)**

The total number of credits is 60 as follows:

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<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>EDU-40001</td>
<td>Organizational Behaviour and Development in Education</td>
<td>15 Credits</td>
</tr>
<tr>
<td>EDU-40002</td>
<td>Quality, Improvement and Effectiveness</td>
<td>30 Credits</td>
</tr>
<tr>
<td>EDU-40003</td>
<td>Strategic Management in Education</td>
<td>15 Credits</td>
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</table>

It is also possible to study an individual module on a stand-alone basis.

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.

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**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. Course members embark on one module at each Keele based session, 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 2014: Keele-based session**  
EDU-40001 Organizational Behaviour and Development in Education  
EDU-40015 Introduction to Research Methods and Methodologies

**September 2014: Keele-based session**  
EDU-40002 Quality, Improvement and Effectiveness  
EDU-40015 Research Methods and Methodologies (part 2)

**January 2015: Keele-based session**  
EDU-40003 Strategic Management in Education  
EDU-40015 Research Methods and Methodologies (part 3)

**Year 2**

**May 2015: Keele-based session**  
EDU-40004 Resource Management  
EDU-40015 Research Methods assignment (plus Dissertation Proposal Preparation)

**September 2015: Keele-based session**  
EDU-40005 Human Resource Issues  
EDU-40015 Research Proposal submission and commencement of  
EDU-40027 Dissertation Research with pastoral support

**January 2016: individual tutorials available at Keele**  
Pastoral support and EDU-40027 dissertation support.  
EDU-40027 Dissertation submission by 30th September 2016.

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 course is, under normal circumstances, open to people with a good honours degree (or equivalent) plus appropriate professional training and/or experience: such applicants are usually eligible for direct entry.

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

Keele-based sessions take place in January, May and September/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.

<table>
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<tr>
<th>Programme</th>
<th>Part-time study over...</th>
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<tbody>
<tr>
<td>Masters course</td>
<td>Two years four months</td>
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<tr>
<td>Pg Diploma course</td>
<td>Twenty months</td>
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<tr>
<td>Pg Certificate course</td>
<td>Fourteen months</td>
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<tr>
<td>Single module</td>
<td>Three months</td>
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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 Keele 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 Keele 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. In addition, tutors provide 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 50%, and this must be achieved in all taught modules and in the dissertation.
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.

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

Not necessarily, though 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! 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. 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'!

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 intensive two day course sessions on five occasions - roughly once per term.

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 the library for research. As a registered Keele student you have the right to use the University library whenever you wish - both during and outside course sessions. Keele Library is a participant in the “UK Libraries Plus” scheme which enables part-time, distance students to borrow books from up to three other libraries convenient to them. Keele Library gives vouchers to eligible students to take to the libraries of their choice. This procedure normally requires the applicant to go to the Main Service Counter with their current Keele card to receive vouchers. If you would like to know more about the scheme, UK Libraries Plus has a web site at http://www.lisa.sbu.ac.uk/uklibrariesplus/ If you have access to the Library Opac, via a pc, you can self-renew books.

As members of the University, you also have the right to use other facilities - e.g. sports and student union facilities - when you are here.

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/regulationshandbook/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 Keele 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 Masters course will need to undertake a 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

"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 earnt 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."

Where has it got them?

The MBA Education programme at Keele offers significant, if not unique, personal and professional development opportunities to its students. Our students come from 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.

Whatever management level our students have reached upon their commencement of the MBA, we are finding that increasing numbers are succeeding in obtaining higher level positions, either during or shortly after completion of the programme. Examples include LEA managers going on to become Chief Executive Officers; middle managers in FE moving into senior posts and senior FE managers becoming College Vice Principals and gaining Principalships of Colleges; university
lecturers developing their research careers and profile and/or moving into senior HE posts; and school teachers moving into Headships.

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 positions should they so wish.

So what do Keele’s programmes 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 Keele 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.

- **Keele University Campus - a pleasant environment for study**
  Keele's campus is set in a beautiful estate with extensive grounds and excellent accommodation on campus, as well as in the local area. There are several restaurants, cafe-bars and fast food outlets on campus, in addition to a supermarket, newsagent, bookshop and bank. Keele village has a 'local' pub and Newcastle-under-Lyme is just a few miles away.
  Keele is centrally located - just off the M6 motorway and with a rail link in Crewe and Stoke-on-Trent - and has relative ease of access to most parts of the country. The University has a Management Centre where competitively priced accommodation is available. Details of alternative local accommodation will also be provided in your Joining Pack.

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

An online application can be found at

[http://www.keele.ac.uk/ptcourses/educationmba/](http://www.keele.ac.uk/ptcourses/educationmba/) (click on Apply at the top right of the screen)
Talking with a Tutor

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

Course Director: Professor Stephen Cropper (email: s.a.cropper@keele.ac.uk)
Course Administrator: Dorothy Tyson (email: d.tyson@keele.ac.uk)

School of Public Policy and Professional Practice
Keele University
Keele
Staffs ST5 5BG
United Kingdom

Tel. +44(0)1782 733126

The closing date for applications for May 2014 is 30th March 2014.
MBA Education Course Fees

Details of course fees for the MBA Education programme can be found on our website at:
http://www.keele.ac.uk/studentfunding/tuitionfees/

The taught modules run from May 2014 to September 2015. 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 2016. 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/mbaeducationuk/
Email: d.tyson@keele.ac.uk
## Course Calendar MBA Education

### Dates of Sessions 2014 - 2016

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Session Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2014</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>8-9</td>
<td>Keele based session: Module – EDU-40001 Organisational Behaviour</td>
</tr>
<tr>
<td>September</td>
<td>25-26</td>
<td>Keele based session: Module – EDU-40002 Quality, Improvement and Effectiveness</td>
</tr>
<tr>
<td><strong>2015</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>15-16</td>
<td>Keele based session: Module – EDU-40003 Strategic Management</td>
</tr>
<tr>
<td>May</td>
<td>12-13</td>
<td>Keele based session: Module – EDU-40005 Human Resource Issues</td>
</tr>
<tr>
<td>September</td>
<td>24-26</td>
<td>Keele based session: Module – EDU-40004 Resource Management</td>
</tr>
<tr>
<td><strong>2016</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>14-15</td>
<td>optional Keele based session (for individual tutorials if required)</td>
</tr>
<tr>
<td>September</td>
<td>30</td>
<td>Submission of final dissertation</td>
</tr>
</tbody>
</table>

*NB all dates are provisional*