



Co-operative studies - Where are we now?

UK Society for Co-operative Studies

How to cite this article:

UK Society for Co-operative Studies. (2019). Co-operative studies - Where are we now?. *Journal of Co-operative Studies*, 52(1), pp. 22-33.

Co-operative Studies — Where are We Now?

UK Society for Co-operative Studies

The UK Society of Co-operative Studies is undertaking several interrelated projects to build and develop a new website and web-based resources. The work is related to the purpose and objects of UKSCS to provide information and resources on co-operative studies. We are working to develop information sources and resources on learning, development, and research. This article reports on the first phase of the work being undertaken which focuses on programmes and courses on co-operative studies in UK and international universities.

The question posed in the title of this piece is more difficult to answer than one might expect. Partly, this is because of the wide variety of uses of the term 'co-operative studies', particularly when trying to focus on co-operative (or cooperative) learning, development, programmes, and courses. It becomes more complicated when looking at areas of research and related publications. Here, search findings range from articles, research studies, and websites linked to team-based learning (co-operative learning), co-operative education (a combination of study, usually university-based academic study and credit-based work placement), collaborative effort or partnership working between different organisations and sectors, and co-operative groups in pharmacological and clinical trials as well as evolutionary biology and ecology (all fascinating stuff!). In this article, then, we try to respond by outlining the beginning of a project to 'map' co-operative studies and research in furtherance of the UK Society for Co-operative Studies' (UKSCS) aims and objectives to promote the (virtual) exchange of information locally, regionally, nationally, and internationally. This is the start of a resource that will become part of UKSCS's new website.

The focus in this article is on the university-based accredited courses and programmes that support the development of co-operative organisations and their members. This includes individual and organisational development, co-operative principles, and values-led organisations, at both undergraduate and graduate levels of study. Part of the reason for choosing to start at this point is related to the initial aims and objectives of the newly established Society in 1967. As such, the next section provides an overview of the links between the Society, co-operative movement, and universities before moving on to a brief description of the methods employed to start to map activities. This is then followed by initial findings and plans for future work.

Co-operative Studies from 1967 — an Abridged Version

In 1967, as part of the announcement of its formation, the Society for Co-operative Studies (SCS, no 'UK' at that time) was described as a:

... systematic link between the Co-operative Movement and the universities and colleges for the exchange of information and experience on Co-operative studies and research. This link will help in identifying and providing for further needs in study and research (SCS, 1967, p. 5).

Development of a systematic link reflected a growing interest in co-operative studies and research within universities and colleges as well as a willingness of the co-operative movement to engage with further and higher education institutions. Individuals and organisations interested in these developments could become members of the new Society. SCS worked in conjunction with co-operative societies' educational agencies and departments as well as the Co-operative College to provide tools and research of benefit to the SCS's members and, for the wider co-operative movement, professional and lay management development opportunities. Amongst other things, one specific area of attention was the application of co-operative methods to

state industries. Another area of interest was in international co-operative and community development, and those overseas students undertaking development studies programmes at universities such as London and Manchester. At this time too, a survey of British co-operative education was also underway, led by the International Forum of Co-operative Research. Several areas of practice-based research were identified including recruitment, selection, and training of co-operative managers; structural and financial reorganisation of the movement; attention to power in co-operative societies; and the use of international comparisons of co-operative performance and of inter-firm comparisons within the UK (SCS, 1967).

Following the inaugural meeting of SCS, the regional consumer societies started to develop local and regional educational activities and appointed both an academic and co-operative convenor to identify local priorities for both co-operative studies and research, and to “launch the Society regionally” (SCS, 1967, p. 6). By 1969 — the 50th anniversary of the Co-operative College — a national research fund had been proposed under the direction of the Education Executive of the Co-operative Union (now Co-operatives UK). SCS also provided small grants (£30) for specific research projects with the first grants provided for a study of member participation in co-operative societies in western Europe, and a second focusing on capital investments in large retail co-operative societies (SCS, 1969, 1970). At this time, too, it was suggested that any research papers associated with SCS be published in full in the *SCS Bulletin*.

Throughout the 1960s into the early 1970s the *Bulletin* featured regular articles on ‘current co-operative studies and research’. These were reports of co-operative societies and the Co-operative Union working with a range of universities to provide short courses (eight to ten weeks) and, in some instances, longer programmes of study for example Leeds University working in association with Middlesbrough Society offered a three-year course on business efficiency in retail distribution aimed at departmental managers and above (SCS, 1967; see also Appendix 1). Although some relationships between universities and technical colleges were long standing, the development of stand-alone and longer courses over this period was undoubtedly helped by the joint working of the academic and Society co-convenors in the regions, such as in the North of England where acting convenors in 1967 were from Durham University Business School and Newcastle Co-operative Society. These programmes were in addition to the work of the education department of the Co-operative Union and the Co-operative College. The former provided a number of correspondence courses as well as diplomas in co-operative management and in co-operative secretaryship. The Co-operative College had 120 places mostly taken up by sessional courses in social and co-operative studies (leading to a diploma awarded by the University of Nottingham) as well as courses in international co-operative development with residential stays at the College. The College had received backing from various UK and overseas government departments since 1947 to provide certificate “courses on the application of co-operative principles and techniques within the conditions of developing countries” (Marshall, 1968, p.14) and leading to the establishment of a diploma in Co-operative Development (Overseas) awarded by Loughborough University of Technology. The second review of the International Co-operative Training Centre (Lauder, 1982, cited in Hill, 1983, p. 61) reported that the College had provided courses for co-operative officials from over 60 countries. Hill (1983) also provides some interesting statistics on student demographics (age and sex) from 1970 to 1983.

Additionally, there were often updates of co-operative studies in countries other than the UK. These consisted of profiles of co-operative development organisations, and university departments/research institutes working with their respective co-operative movements. For example, the Collège Coopératif, part of the then School for Advanced Technical Studies of the Sorbonne, shared its home with the national body head office of the French Institute of Co-operative Studies. While mainly focused on research and development, Watkins (1967) describes Collège Coopératif’s work in promoting the teaching of co-operation at all levels of education, and in the development of local and regional networks of study circles for co-operators. He further suggests that one of the features for the success of co-operative

development in France is the existence (since 1961) of a society of educationalists — part of the Institut Promotion Animation — that provides courses for staff development and training for those organisations with little or no training and development function, as well as running a series of seminars for knowledge sharing and information on a range of themes such as adult education, society, and values (Watkins, 1968a). The Institute of Co-operative Studies at the University of Hamburg regularly offered lecture series on co-operation supported by seminars and study visits to co-operatives as well as staffing lectures and courses for the co-operative unions in Germany (Watkins, 1968b). Watkins (1969) also reported on a study carried out by Davidovic in 1967 covering university teaching of co-operation in various countries. While there were few dedicated specialist courses, many surveyed universities with a focus on teaching and research in agriculture and rural economies had some elements of co-operation and co-operative organisation in their curricula; this is echoed today. For example, in Canada, Ontario Agricultural College (today Guelph University) provided university level teaching on co-operative business management (Lan, 2005). By 1970, the École Technique Co-operative offered management development training for aspiring managers as well as continuing skills and development courses to staff of medium to large self-service stores in Paris and regionally. It also had over 1,000 students registered on correspondence courses leading to either a certificate of proficiency in grocery sales or on products and selling methods (Watkins, 1970).

By the early 1970s, the Society had stopped regular reporting on co-operative studies as it seemed the provision of university-based courses was ebbing away (Wilson, 1979). Instead, special issues and specific themes were featured, for example: management development and training (Dahlander, 1978; Marshall, 1978; Stephenson, 1978 — this issue also contained a full report on the Training Executive to the 1978 Co-operative Congress); the relationship between the co-operative movement and higher education (see Marshall, 1979); and learning about co-operatives and co-operative learning (inter alia, Davis, 1986; Loveridge, 1998; Turner, 2002; Breeze, 2011, 2013; Ross et al., 2016; Benson et al., 2017, 2018). In 1976, reflecting on almost ten years of provision of courses provided through the Department of extra-mural studies at Leeds University, Stephenson (1976) pointed to a number of recurrent themes both from courses and also the less formal Wednesday discussion groups, including the relationship between professional management of co-operative societies and their boards; the nature of co-operative democracy; structures and relationships; and management and staffing issues. In the same issue, Booth (1976) pointed the SCS's potential role in and the benefits of encouraging informal and regular groups (such as the Wednesday Group at Leeds University) between academics and professional managers.

In a review of the Co-operative Wholesale Society's (CWS) management development and training, Grindrod (1978, p. 22), stated that extensive use of national and international business school provision had not been in evidence, suggesting that the take up of "high level external programmes, however, has been on a one-off basis when a specific programme could be seen to be relevant to the needs of an individual manager rather than systematised as was originally [in 1969] envisaged". The reasons behind this included the development of internal training programmes ("on average 100 training courses for 1,000 employees" — p. 22), costs, relative return on investment and fit with individual and organisational development planning. The following year, SCS reviewed its position as a bridge between the co-operative movement and universities and colleges in a special issue of the *Bulletin*, asking three specific questions: what would be the advantage of increasing engagement between the two parties and in what ways, and how practically could the Society input into this process taking into account its resource limitations (volunteer capacity, financial resources). Contributors pointed to the lack of presence of co-operatives in mainstream subjects within higher education (although there was hope that the newly established co-operative development agencies may help to raise their economic and social profile); that in the main, consumer co-operatives had been well-served by education sectors; the costs of contracted programmes and supporting studies and research was prohibitive in some instances (although there were also echoes of earlier discussion of education seen as a cost or as investment); and that largely both incorporation of co-operative studies in curricula and indeed in instigating and carrying out research was largely in the hands

of individual interested academics (and co-operator-academics). Much attention focused on the role of research across academic disciplines, taking into account the diversity of the sector, and the narrowness of current research and co-operative education. This was re-emphasised in a keynote address at the SCS 1986 conference that in addition to a focus on training:

co-operative education contains other important strands [including] propagating Co-operative ideas and theories; distilling Co-operative experience through research; revising Co-operative theory in the light of changes within contemporary society and economy; imparting skills to practising Co-operators; and improving Co-operatives' communication and information systems (Rhodes, 1986, p. 43).

These questions, issues, and strands remain relevant and are recurring themes.

More Recent Studies

Nearly 40 years after Davidovic's study, the Ontario Centre for Co-operative Studies commissioned the British Columbia Centre for Co-operative Studies (BCICS) to undertake a research into university teaching of co-operative business management and philosophy in Canadian universities, based on the original survey. What Lan (2005) found was that four universities (Guelph, Manitoba, British Columbia and Saskatchewan) of the dozen or so that existed and taught co-operative business studies in 1967, still did so in 2005; however, more courses (either full or part) were taught over a greater number of disciplines and institutions, albeit with a concentration on business, economics and management courses and particularly those with agricultural/rural connections. Additionally, Lan noted the broader focus on 'social economy' rather than co-operatives per se, and the opportunities for cross-fertilisation and research opportunities.

Lan also remarked on the strengths of critical mass in certain institutions providing, most notably in the University of Saskatchewan, a positive experience of academics in such environments. But there are also stories of struggles in embedding teaching about co-operative economy and co-operation into curricula, particularly when a lone academic or one of few. Matthews (2011) spurred by the twin frustrations of the lack of programme content on co-operatives and the reticence of local co-operative employers to recruit graduates because of this lack of knowledge, recalls his experience of the institutional challenges of setting up and running his first module, 'Co-operative Enterprise in the Global Economy' and the prospect of teaching the teachers as well as the students. There are also a number of examples of modules and programmes set up that are/were reliant on the expertise and interest of individuals or a small group of academics sometimes, but not always, working with external organisations. Here, there can be issues around sustainability and succession planning once individuals retire or move elsewhere. The University of Gloucestershire, for example, incorporated a Co-operative Enterprise pathway into their newly designed MBA in 2014, but this is now in abeyance as the academic staff member moved to another University; a similar experience to Cardiff Metropolitan University in Wales, home of the Cardiff Institute for Co-operative Studies.

Most universities in the UK no longer have extension colleges or continuing and professional education centres, many of which morphed into business engagement and consultancy offers and into contracted bespoke training as part of income generation strategies (Nottingham Trent for example had a Corporate Business Unit and worked with private and some public sector organisations to provide tailored diplomas in management studies, leading to MBAs). More recent industry-university collaborations, in relation to education and training provision, have been developed through the apprenticeship levy and degree apprenticeships, introduced in 2017. Large employers with a pay bill of over £3 million pay 0.5% of that amount into a centralised fund that they and other smaller employers (including third sector organisations) can draw on to fund training and education, with a requirement of 20% off-the-job training (see the UK government website for further information on how the level and apprenticeship scheme works e.g., Milton, 2019). Depending on the level of apprenticeship, employers are free to choose a range of providers from the approved list.

The UK Co-operative Group, which launched its Apprenticeship Academy in 2011, have a range of apprenticeship offers ranging from Level 2 to degree level (chartered manager, BA (Hons) Business Management) in food retail, logistics, funeral care, legal, and professional services (human resources, finance and accounting, procurement, digital, project management). University partners have included Anglia Ruskin and Manchester Metropolitan University. Other university providers, for example in digital industries include BPP (Nationwide Building Society), Leeds Beckett (Yorkshire Building Society) Queen Mary University of London (John Lewis Partnership) (Tech Partnership Degrees, n.d.). East of England Co-operative Society have partnered with West Suffolk College (Levels 3-5 — <https://www.eastofengland.coop/apprenticeships>). In 2018, a funeral team member apprenticeship level 2 standard was approved for delivery in 2019. The employers involved in the development of the standard included Co-operative Funeralcare, East of England Co-operative Society, Lincolnshire Co-operative Society; to be delivered by People 1st International, part of the Workforce Development Trust (Institute for Apprenticeships and Technical Education, 2019; Institute for Apprenticeship Standards, 2017; Workforce Development Trust, 2019).

As far as we are aware from an initial scan (and we are happy to be corrected on this), there is limited data on co-operative (management) education since the 2005 Canadian survey (on Canadian universities, cited above) and a 2013-4 study on global business education programmes carried out by Saint Mary's University's Sobey School of Business and the Research and Education Institute for Cooperatives and Mutuals (IRECUS) of the Université de Sherbrooke, Canada and merged with a survey carried out by the European Research Institute for Co-operatives and Social Enterprises — EURICSE (Miner & Guillotte, 2014). Both were focused on the relevance and impact of co-operative management education for graduates and sector partners.

Our Tasks

The UKSCS project started as a way of providing information to be added to and further develop the Society's new website, initially to collate and signpost to other websites with research and education information. Additionally, we wanted to review any existing links with the universities that worked closely with the Society for Co-operative Studies and local and regional societies from the 1960s.

The first task was to search institutional webpages. This has included individual (named) universities (see Appendix 1); known co-operative research network sites, including the International Co-operative Alliance (ICA), the International Centre of Research and Information on the Public, Social and Co-operative Economy (CIRIEC), the European Research Institute on Cooperative and Social Enterprises (EURISCE); and EMES — the research network for social enterprise. Known international websites were also visited for country-based and international links, for example the Canadian Centre for Co-operative Studies, the Canadian Association for Studies in Co-operation. A scan of literature (including the *Bulletin* and *Journal of Co-operative Studies*) was also undertaken. In checking through, a number of links either did not work or the institutions had changed their names or no longer provided some of the study programmes listed, and often the resource lists were a mix of research centres as well as programme information.

As well as checking existing links, the next task was a general web search. Basic free text/ keywords and truncation searches were used, taking account for example of US and UK English spellings (e.g., program, programme), and variant forms of the same words (e.g., co-operative, cooperative, co-operat, cooperat). And/or options were used e.g., co-operative and management and exact phrases e.g., "co-operative business education". Social enterprise, social innovation, social economy, and social entrepreneurship were also incorporated into the research terms as they are used by a number of courses and programmes. Those programmes and courses that then focused on co-operatives were then included e.g., Master's in Social

Economy (Università Di Bologna) and MSc Co-operatives and Social Enterprise (University College Cork). In addition, specific geographical areas were included in searches (for example, based on the Co-operative College listings of students attending courses) as well as narrower focus on credit unions, mutuals, savings and credit co-operative societies (SACCOs), etc.

Following identification of programmes, courses and research, searches of university websites are being undertaken. In some instances, this has allowed for the identification of specific modules and short courses. For example, Exeter University Business School has an undergraduate module 'Co-operative Enterprise' and Northumbria University has a second year undergraduate 'employability' module that focuses on social economy enterprises — co-operatives, community interest companies, community benefit societies and charitable companies. Both are core to undergraduate degrees.

Web-search and institutional web-searches are continuing. At the time of writing only courses being offered in year 2018-19 or recruiting for the following academic year are being included as 'live'. Where webpages still exist but curriculum outlines can only be found for previous years (e.g., 2013-4 in once case), a note has been made for future check but will not be included in the current listings. It is hoped to produce a web-based searchable resource that will be easily updatable.

What We're Finding So Far

The universities and further education colleges (many now part of the university sector) listed in Appendix 1 are still engaged in different ways with provision of modules or degree courses linked to member-based organisations. It is much easier to find evidence of 'social enterprise' rather than 'co-operatives' on an initial search, but further exploration of specific programmes and modules does sometimes show reference to 'alternative' business models, and co-operatives. Edinburgh University, for example, has a Social Enterprise Institute and includes reference to social enterprise in its business studies module — 'Social and sustainable entrepreneurship'. They also offer an online module through EdX — 'Economic Democracy: The co-operative alternative'.

While it had been noted from earlier surveys that courses tend to be either business management or humanities (mainly history), as noted in the Canadian study, there appears to be a broader range of subject areas and disciplines that are incorporating co-operatives and the social economy into their curricula. This also makes it more difficult to spot without further in-depth exploration as mention is often in the overall topics covered rather than in the module title. For example, co-operation as an organising principle or co-operative and community-led enterprises may be part of modules on sustainability, finance, social policy, and integrated health and social services programmes.

There's more evidence of research relating to co-operatives than taught programmes. By looking at the research centre activity, however, there may be examples of bespoke training or consultancy linked to areas of research, particularly where research has been instigated in collaboration with co-operative networks and societies. This needs further exploration. A recent example of a memorandum of understanding between a university and co-operative society was between Birmingham City University and Central England Co-operative Society for a new programme and digital hub to "to develop skills and improve regional productivity through research, projects, and the closer co-operation between business and academia" (Birmingham City University, 2018). This follows on from an earlier collaboration between the two organisations, a partnership that has seen Central England Co-operative Society provide bursaries/co-operative scholarship for students.

Looking internationally, it is a little easier to find co-operative business education and studies programmes. This is partly because they tend to be part of extension studies/professional courses and often there is an apex organisation (co-operative development agency or national

network) working in partnership. This is especially the case where there are professional standards linked to the education offer — for example credit union certification. A collaboration between US universities Wharton, Cornell, and the University of Virginia as part of the 'CEO Institute' works with the Credit Union Executives Society to provide advance leadership and organisation studies for credit union senior leaders and executives. Other partnerships between universities include, for example, the provision of a master's degree in Agrarian Management from the Armenian National Agrarian University in association with the German University, Weihenstephan-Triesdorf.

Many of the co-operative programmes are linked to rural communities, farming and agriculture, and also to credit unions. Some, such as those in India, function under the auspices of a government ministry or department. The Institute of Co-operative Management, Dehradun provides diplomas and higher diplomas as well as an MBA. The latter has accreditation from the All-India Council for Technical Education and is affiliated to Uttarakhand Technical University (<http://icmdehradun.org/about-us/>). Dehradun is one of 14 institutes of co-operative management in the National Council for Cooperative Training network, which also has five regional institutes at Chandigarh, Bangalore, Kalyani, Gandhinagar, and Patna (<http://ncct.ac.in/en>).

We have identified a range of universities from the University of Buenos Aires in Argentina to the University of Zululand in South Africa. Some, like the Bifröst University in Iceland arose originally out of the co-operative movement; set up in 1918, its initial purpose was to provide education and training for leaders of co-operatives and was modelled on Ruskin College, changing its name from Cooperative College to Cooperative University in 1988 and then eventually becoming Bifröst University in 2006. Following the dissolution of the Federation of Icelandic Cooperatives in 1990, the now independent university offers a range of mainstream undergraduate and graduate programmes.

As might be expected there are clusters of co-operative studies centres and research hubs in Europe (although social economy and social enterprise brings up greater numbers and variety) and in North America, particularly in Canada.

Next Steps

The information found on the initial web-search is to be checked further and the web-search extended. University websites need to be interrogated in more depth. At present, we are focusing on publicly available information and this may need to be followed with further detail from networks and universities. Further research needs to be undertaken on university-co-operative society partnerships and industry-led activities. We will be including information on the new UKSCS website in 2021 and will be looking at how best to present the data both for general information and research purposes with the caveat that it will always be a work in progress as newer and different information is received or retrieved.

A further project is developing information for inclusion on the website related to co-operative research. There are a number of co-operative research centres, which have collated information and resources. The Canadian Co-operative Research Network, for example, has a searchable research library with over 1,800 articles archived (<http://ccrn.coop/for-researchers/research-library/>). Similarly, the Alphonse and Dorimène Desjardin International Institute for Cooperatives at HEC Montreal hosts the Coop Gateway — a large digital library of resources for and of co-operatives and mutuals (<https://portailcoop.hec.ca/in/en>).

At UKSCS, a search of 50 years of publications is being carried out — 1967 (the start of the Society) to 2017. So far around 600 articles, papers, theses and reports have been identified. Publications sources include, for example: *Journal of Environmental Management*, *Philosophical Studies*, *Journal of South African Studies*, *Management and Labour Studies*, *Business History*, *Journal of Rural Studies* as well as co-operative studies journals. Additionally,

we are continuing to make accessible the back catalogue of *Bulletins* and *Journal* articles, which in themselves are a good source of historical and contemporary research and practice information, as well as the researchers/practitioners involved in producing articles (in addition to the research projects included in the *Bulletin* and the Records and Research for Co-operation, compiled at different times in the *Journal* by Peter Davis). Most articles are scanned but need to be put into easy-readable format. While tables of contents are already available with the *Journal* issues, these are not easily searchable online in the current format. There have been listings produced in the past and we are currently producing a spreadsheet of articles — at the time of writing, this amounts to over 1,500 articles — which could be migrated to a database or bibliographic software for ease of use and searchable by for example title, author, keyword, or date. We plan to be carrying out this work over the next year or so and then update on a regular basis to keep information ‘live’.

References

- Benson, A., Ross, C. & Alldred, S. (2017). Special Issue — Co-operative College Education and Research Conference. *Journal of Co-operative Studies*, 50(1), 3-4.
- Benson, A., Ross, C. & Alldred, S. (2018). Special Issue — Skills for Co-operators in the 21st century — Learning to do, learning to be. [Guest editorial]. *Journal of Co-operative Studies*, 51(2), 3-4.
- Birmingham City University (2018, August 2). *Birmingham City University teams up with Central England Co-operative for new digital programme*. <https://www.bcu.ac.uk/visual-communication/news-and-events/bcu-collab-central-england-digital-programme>
- Booth, K. (1976). Universities and Co-operative Management 2. *Society for Co-operative Studies Bulletin*, 27, 50-55.
- Breeze, M. (2011). Transforming education through co-operation — A force for change. Guest editorial. *Journal of Co-operative Studies*, 44(3), 2-4.
- Breeze, M. (2013). Guest editorial. *Journal of Co-operative Studies*, 46(2), 3-5.
- Dahlander, G. (1978). Management education and training: The Swedish experience. *Society for Co-operative Studies Bulletin*, 33, 94-111.
- Davidovic, G. (1967). *University teaching of co-operation in various countries: A survey and analysis*. Co-operative Union of Canada.
- Davis, P. (1986). Learning about co-operation in higher education. *Journal of Co-operative Studies*, 58, 50-51.
- Grindrod, R. M. (1978). Management education and training in the CWS. *Society for Co-operative Studies Bulletin*, 33, 19-41.
- Hill, J. (1983). Co-operation internationally: Course members at the ICTC. *Society for Co-operative Studies Bulletin*, 48, 61-72.
- Institute for Apprenticeships (2017). Guidance: Search for apprenticeship standards. <https://www.gov.uk/guidance/search-for-apprenticeship-standards>
- Institute for Apprenticeships and Technical Education (2019). Annual Report and Accounts 2018-19. www.gov.uk/government/publications
- Institute of Workforce Development (2019). Why choose the Workforce development Trust (Home Page). <https://www.wdtrust.org.uk/>
- Lan, C. (2005). *University teaching of co-operative business management and philosophy in Canadian Universities*. University of Victoria, BC Institute for Co-operative Studies.
- Loveridge, B. (1998). Education for Co-operators. *Journal of Co-operative Studies*, 91, 43-53.
- Marshall, R. L. (1968). Wider still and wider. Relations with universities. *Society for Co-operative Studies Bulletin*, 3, 14-15.
- Marshall, R. L. (1978). Management education and training; A foreword, *Society for Co-operative Studies Bulletin*, 33, 7-11.
- Marshall, R. L. (1979). Co-operation — and universities and colleges: Foreword, *Society for Co-operative Studies Bulletin*, 36, 7-1.
- Milton, A. (Rt. Hon). (2019, April 5). Key facts you should know about the apprenticeship levy. Department of Education [News story]. <https://www.gov.uk/government/news/key-facts-you-should-know-about-the-apprenticeship-levy>
- Miner, K. & Guillotte, C-A. (2014). *Relevance and impact of co-operative business education. Booting co-operative performance through education about the co-operative model*. Saint Mary's University/ Université de Sherbrooke.

- Rhodes, R. (1986). The diversity of co-operative education. *Journal of Co-operative Studies*, 58, 43-48
- Ross, C., Alldred, S., & Benson, A. (2016). Co-operative education — A special issue [Guest editorial]. *Journal of Co-operative Studies*, 49(2), 3-4
- Society for Co-operative Studies (1967). *Society for Co-operative Studies Bulletin*, 1, 5-7.
- Society for Co-operative Studies (1969). Society news and notes. *Society for Co-operative Studies Bulletin*, 8, 4-5.
- Society for Co-operative Studies (1970). Society news and notes. *Society for Co-operative Studies Bulletin*, 11, 4-6.
- Stephenson, T. E. (1976). Universities and Co-operative Management 1: The Wednesday Group. *Society for Co-operative Studies Bulletin*, 27, 44-49.
- Stephenson, T. E. (1978). Management education and training: A new view. *Society for Co-operative Studies Bulletin*, 33, 80-93.
- Tech Partnership degrees (n.d.). Providers of BSc degree apprenticeships. Tech UK. <https://www.tpdegrees.com/degree-apprenticeships/dapps-opportunities/bsc-dapps-providers/>
- Turner, C. (2002). Co-operative learning, citizenship and current adult education policies. *Journal of Co-operative Studies*. 32(2), 80-85.
- Watkins, W. P. (1967). Co-operative Studies in other countries. *Society for Co-operative Studies Bulletin*, 1, 11-12.
- Watkins, W. P. (1968a). International Notes. *Society for Co-operative Studies Bulletin*, 4, 19-21.
- Watkins, W. P. (1968b). News from France and Germany. *Society for Co-operative Studies Bulletin*, 3, 22-23.
- Watkins, W. P. (1969). University teaching of co-operation. *Society for Co-operative Studies Bulletin*, 7, 19-20.
- Watkins, W. P. (1970). International notes. *Society for Co-operative Studies Bulletin*, 11, 20-22.
- Wilson, A. (1979). Co-operation — and universities. The way ahead? *Society for Co-operative Studies Bulletin*, 36, 43-51.

Appendix 1

Co-operative education partnerships between Co-operative Societies and higher education: 1967-1971/2.

University	Working in Association With	Course Detail
Bath University of Technology (now Bath University)	Co-operative Union Section (South)	Long term course for departmental managers
Birmingham University	Co-operative Union section (Midland)	Economic and political analysis and contribution to management organisation and administration in retail trades for senior managers 1968/69 2-year seminar study and research on the co-operative movement for managers
Bradford University	Co-operative Union section	A course on distribution management (part of the M.Sc. programme in management studies) for graduates intending to enter the distributive trades A retail seminar in marketing for chief executive officers A retail management forum for directors and senior managers
Bradford University		Series of seminars on retailing
College for the Distributive Trades (Inner London Education Authority) (Disestablished 1990s)	Co-operative Union Section (South)	A course for senior managers A five-day refresher course for managers

Derby College of Technology (merger – Derby University)	Derby and adjacent societies (Midland)	Food hall management for grocery branch managers 1968-9 10-week half-day release course – Management and marketing 68-9 10 week half day release course on management accounting and budgetary control Six-week half day release course on skills analysis
Dundee University	Co-operative Union Section (North)	A course on Co-operative Studies for Society directors
Durham University Business School	Stockton Society (North)	An 8-meeting course based on Harvard Business School Case Study method for departmental managers and above
Edinburgh University	Co-operative Union Section	A course on Co-operative Studies for Society directors
Glasgow University	Co-operative Union Section (Scotland)	A course on Co-operative Studies for Society directors 8-week course for board members Course for board members at Falkirk, Glasgow and Kilmarnock Courses for board members in Glasgow, North-east, and border districts Courses for members on Glasgow, Motherwell, and Stirling districts
Glasgow University/ Motherwell Technical College/ Kilmarnock Technical college	Co-operative Union Section (Scotland)	Six-week courses for senior officials
Hull College of Technology (now Hull College)	Co-operative Union Section (Yorkshire and Humberside)	Management development programme for Hull Society One-year course for supervisory staff
Lancaster University	Co-operative Union Section	A course on marketing for chief officials and departmental managers
Leeds University		Conference on Industrial Training Act
Leeds University	Middlesbrough Society	A three-year course on business efficiency (retail distribution) for departmental managers and above

Leeds University	Co-operative Union Section (Yorkshire and Humberside)	<p>A study group (2nd year) on Development issues in regional society development for senior managers</p> <p>Business Policy and problems of mergers for chief executive officers – 3-year course</p> <p>A study group on long range planning and corporate strategy for senior managers</p> <p>A management development group on the broad principles, objectives and methods of co-operative management for managers.</p>
Leeds College of Commerce (merger and now Leeds Beckett University)	Co-operative Union Section	A third-year course leading to the Diploma in Management Studies for managers
Leicester University	Co-operative Union Section (Midland)	<p>Markets and marketing for senior management, including a group analysis of a society departmental store</p> <p>1968-9</p> <p>Management accounting and marketing for senior management</p>
Manchester University	Co-operative Union Section (North-west)	<p>Two courses and a workshop for senior officials</p> <p>1968/69</p> <p>Management in retail distribution for chief officials and senior departmental managers</p> <p>Structural change in retailing: The problems of the co-operative movement, for directors of retail societies</p> <p>Co-operative finance and investment appraisal</p> <p>Regionalisation and integration of Co-operative Societies in Britain and Europe – a course for directors</p> <p>The retail manager and the law – course for managers</p> <p>Seminar on the prospects for integration between the wholesale and retail sections of the Co-operative movement – seminar for senior managers</p>
Municipal College of Commerce, Newcastle upon Tyne (now Northumbria University)	Co-operative Union Section	<p>A 12-meeting course on staff, recruitment, selection, and training</p> <p>A course on Management accounting and budgetary control</p> <p>A course based on Co-operative Union syllabus. "Facing the Future, for society directors</p>
Nottingham University	Co-operative Union Section (Midland)	A course on aspects of management and the economy of the East Midlands

Oxford University	Co-operative Union Section (South)	A course on Co-operative management for chief officials and departmental managers.
Plymouth College of Technology (Polytechnic South West, now Plymouth University)	Plymouth society (South-west)	Four seminars on marketing management for departmental managers Course for departmental and branch managers
Richmond Technical College, Sheffield (now part of Sheffield College)	Co-operative Union Section (Yorkshire and Humberside)	A course for departmental managers Two-week course for branch managers
Scottish Woollen Technical College Department of Management (merger, now Heriot- Watt University)	Co-operative Union Section (Scotland)	1968-9 An introduction to contemporary management problems – a seven-week course for board members and senior employees
Scottish College of Textiles, Galashiels (Merger – now Heriot-Watt University)	Co-operative Union Section (Scotland)	Six-meeting course for lay members and senior officials of societies in Border district
Stockton/Billingham Technical College (merger, now part of Education Training Collective)	Co-operative Union Section (North)	A course based on Co-operative Union syllabus. "Facing the Future, for society directors
Strathclyde University	Co-operative Union Section (Scotland)	1968/69 Marketing – a seven-week course for middle manager
Swansea University	Workers' education Association and Co-operative Union Section (West)	12-week day release course for senior managers

Notes

The Co-operative Union (previously set up 1869 as the Co-operative Central Board). Educational activities were organised under the auspices of the education committee before the establishment of the Co-operative College in 1919. Education and training were predominantly for retail (consumer) societies. The 'sections' of the Co-operative Union included — Midland, North-eastern, North-western, Scottish, Southern, South-western sectional boards, in addition to the Educational executive and Co-operative College. The UK Co-operative Party set up in 1917 to serve the co-operative movement in the UK was originally a section of the Co-operative Union. The Co-operative Union merged with the Industrial Common Ownership Movement to become what we now know as Co-operatives UK.