



THE UNIVERSITY OF
BUCKINGHAM

FACULTY
OF
Education

2022

University of Buckingham

Teacher Training

The University of Buckingham's teacher training courses are amongst the most accessible and successful in the country.

Back in 2002 Professor Sir Chris Woodhead and Professor Anthony O'Hear led the first teacher training course to be offered at the University of Buckingham.

There were just 12 teachers. Now, with over 1,300 teachers and school leaders studying with us, we have become one of the country's leading providers of teacher training and professional development.

Our primary aim in all of our courses is to improve teaching and leadership in schools. The frameworks and assessments for each course weave into your day-to-day school lives so that study and practice are relevant to your role and aspirations.

[Find out more](#)



20
**YEARS OF
TEACHER
TRAINING**

 **THE UNIVERSITY OF
BUCKINGHAM**
SCHOOL OF EDUCATION

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WHY BUCKINGHAM?

1. High quality courses that don't take much time away from school.

Classes are delivered in short 'bursts', and further learning and support is offered by mentors/tutors over the course of the programmes.

2. One of the largest teacher trainers in the UK.

3. The calibre of the academic staff involved in the development and delivery of the courses.

4. Residential courses are held at Buckingham University or at a hotel nearby.

5. Sequence of courses that students can progress through, from initial teacher training to doctorate.

6. Our prices are lower than most of our competitors.

[Find out more](#)



“

The residential was very clear and a lot of thought had been put into finding a good range of speakers to interest people from all backgrounds. I've returned back to school today full of ideas (and I'm sure annoying my colleagues!). It was also really nice to meet the other PGCE students finally and our subject day was very well thought out too.”

Semele
PGCE



Professor Barnaby Lenon

Dean of Education

Barnaby Lenon was brought up in south London and educated at Eltham College and Oxford University. He won the Cambridge University prize for Education.

He taught at Eton for 12 years, was deputy head of Highgate School, Head Master of Trinity School, Croydon and Head Master of Harrow (12 years). He then helped set up a state school in east London, the London Academy of Excellence, and was Chair of Governors for nine years. He is currently a trustee of the two independent and 10 state schools in the King Edward's Birmingham Foundation.

He is Professor of Education at the University of Buckingham, Chairman of the Independent Schools' Council and a trustee of the Yellow Submarine charity.

He has recently published two books, **Much Promise: successful schools in England** and **Other People's Children: what happens to the academically least successful 50%?**

He is one of the most widely quoted educationalists in the media. In 2019 he was awarded a CBE for services to education.

What we *believe*

School teaching can be the most fulfilling job – creative, autonomous and a major influence for good on people's lives.



- Good teachers are what matters most in a school system. They are more significant than the way schools are organised.
- Good teacher training focuses on the practice of classroom management and understanding what good research and experience tells us works best.
- Much so-called professional development does not work. What does work is deliberate practice - focussing on doing things the teacher cannot yet do well enough, ideally with feedback. This is why at Buckingham we believe in classroom-based teacher training.
- Good subject knowledge is a principal characteristic of the best teachers.



HANDS-ON LEARNING



CLASSROOM MANAGEMENT



CONSTRUCTIVE FEEDBACK

- Different school subjects are different and need specific teaching methods.
- We believe in the value of some learning being hands-on, science practicals and geography fieldwork, for example.
- There is no one teaching style but some methods are more effective than others. Direct instruction works well.
- Many children can do better at school than they are. We can expect more.
- All children need to be able to read well before they leave primary school. Phonics is the best way to do this.
- Little can be achieved, especially in secondary schools, without good discipline.

- All children, but especially disadvantaged children, need a body of knowledge to build on if they are to make a success of school. You cannot think deeply about a subject unless you have knowledge. Teaching so-called 'facts' is often a prerequisite for independent work and thought.
- Disadvantaged children need access to the knowledge known as cultural capital, including vocabulary, if they are to compete.
- Repeated testing (retrieval practice) is essential if pupils are to retain knowledge and understanding. Education is in large part about placing knowledge securely in the long-term memory.
- Both teachers and pupils need to believe that ability is not fixed but can be developed by effort. Some people are more naturally gifted than others but the less able can compensate if they work hard.
- Reducing gaps in achievement between sub-groups (based on gender, ethnicity, social class, special needs) is worth doing but is less important than getting all sub-groups up to a good level.
- Technology should be used where there is good evidence it is better than direct instruction by a teacher alone. Good textbooks can be as important as computers.
- Pupils need to develop strong spoken skills in the context of every school subject.
- School is not only about exam results. Good mental and physical health, soft skills, worthwhile habits and the discovery of new interests such as art, music and drama are also important.





Find your *course*



You want to be a teacher

- Postgraduate Teacher Apprenticeship
-



You are a teacher with some experience

- Postgraduate Diploma in Mentoring
 - Assessment Only QTS
 - Master's in Education
 - Master's in Educational Leadership
 - EdD (Doctorate)
-



You are a new teacher

- One-day Ab Initio course
 - One-year PGCE with QTS
 - Postgraduate Teacher Apprenticeship (PGCE with QTS)
-



You are a boarding school teacher

- Master's in Residential Education
-



You do/want to work with special needs

- NASENCO course
 - MA in Inclusive Educational Leadership
-



You hold a PGCE but want QTS

- Assessment Only QTS



You are/want to be a games teacher

- PGCE for PE/games teachers
 - MA in Education (Leading Sport in Schools)
-



You are not a PE teacher but will teach some sport

- One-day Teaching Games course
-



You work in a school outside of the UK

- PGCE for International Trainees
 - Assessment Only QTS
 - Master's in Education
 - Master's in Educational Leadership
 - Online Master's in Education (Teaching and Learning)
 - EdD (Doctorate)
-



You work in a school in Scotland

- Scottish PGCE
-



You mentor new-to-role teachers

- Postgraduate Certificate in Mentoring
- Postgraduate Diploma in Mentoring
- MA in Mentoring

Find out more

ONE-DAY COURSES

**Refine your skills by attending a
one-day course.**



AB INITIO COURSE FOR NEW TEACHERS (AUGUST)

The Ab Initio course is a one-day training programme for teachers who start their teaching careers in September. It is best described as ‘pre-season training’ and is highly recommended for our PGCE students who have not taught before, as well as any new teachers in the independent or state sector.

TEACHING GAMES LESSONS (AUGUST)

This one-day course is aimed at teachers who are teaching or assisting with games lessons and have little to no formal training in Physical Education. It is not for those taking our PGCE in PE.

The day is highly practical and aims to provide teachers with a toolkit of how to plan and teach games including Rugby, Netball, Football, Hockey and Basketball.

For more details, please contact our Admissions Team.

POSTGRADUATE CERTIFICATE IN EDUCATION

**The University of Buckingham's
PGCE is an internationally recognised
qualification, completed whilst working in
schools and taking 37 weeks to complete.**

[Find out more](#)



“

You learn far more
being put in front of a class
than you ever could in a
lecture theatre.

Sam
PGCE

Primary PGCE with Qualified Teacher Status

The Primary Post Graduate Certificate in Education with QTS is the accreditation that enables teachers to teach in state-maintained and special schools in England.

This course is available to teachers who are currently employed in maintained or independent schools in England. Trainees are expected to undertake a teaching placement in a contrasting second school. The duration of this placement is determined upon interview but is over a period of three weeks.

COURSE CONTENT

The Primary curriculum is informed by the Core Content Framework (CCF); trainees will gain experience in both core and foundation subjects, in order to give you the confidence, tools and knowledge to be a fully informed and evidence-based practice teacher in a school.

Our Primary PGCE with QTS programme will enable you to start teaching and build your confidence in the classroom. It will support you as you develop your identity as a teacher and help you to find and refine your own teaching style.

Trainees will be teaching for a minimum of 12 hours per week across the core subjects English (inc. phonics) Maths and Science and all foundation subjects (Art and Design, Computing, Design Technology, History, Geography, Languages (MFL), Music, Physical Education, Relationships, Sex and Health education (RSE), Religious Education (RE)). If you are teaching in reception, you will be following the early years curriculum framework.

General primary trainees must be teaching all subjects across two consecutive age ranges from: Early Years, key stage 1, lower key stage 2, upper key stage 2.

On our PGCE programme, all teachers are encouraged to be inclusive practitioners e.g. to know about SEN and ways of promoting and maintaining good behaviour with an awareness of the importance of emotional regulation.

The Primary PGCE with QTS Course is available via two routes – General Primary or Subject Specific Primary (available in Physical Education/ Sport, MFL, Art, Drama and Music). It is a 37-week school-based course during which time trainees work under the guidance of a mentor and receive weekly tutorials to review progress and set targets.

There are three residentials (nine days overall) to attend and this is supplemented by a weekly programme on the University's Online Resources. As far as possible the residentials are arranged during holidays and half terms in order to minimise disruption to your teaching commitments. Accommodation during the residentials is organised by the Faculty of Education.

Each trainee is assigned a University tutor who visits once per term to assess their progress and guide their development. Trainees are assessed against the Core Content Framework by both their mentor and their tutor and there are three essays to complete.

ENTRY REQUIREMENTS

You must be employed as a teacher in an independent or state-maintained primary school in England and be teaching the core subjects (English, maths and science) for a minimum of 50% of a full timetable. General primary trainees must be teaching the three core subjects across four consecutive school years, and for the subject-specific course, trainees' teaching time should be split 50:50 between the core subjects and their chosen specific subject.

You will be expected to have the following qualifications:

- UK degree (2.2 or above).
- GCSE in English Language, Maths and Science at grade C/4 or above or equivalent.

For equivalent qualifications, contact education@buckingham.ac.uk to confirm that your qualification meets the University entry requirements.

Find out more and apply

Secondary PGCE with Qualified Teacher Status

The Secondary Postgraduate Certificate in Education with QTS is the accreditation that enables teachers to teach in state-maintained and special schools in England.

This course is available to teachers who are currently employed in maintained or independent schools in England. You will be expected to undertake a teaching placement in a contrasting school. The duration of this placement is determined upon interview but is usually over a period of three weeks.

COURSE CONTENT

The PGCE is a 37-week school-based course during which time you will work under the guidance of a mentor and receive weekly tutorials to review your progress and to set targets.

These are supported by a weekly programme on the University's Virtual Learning Environment (VLE) and nine days of residential learning, (October, February and June) including subject-specific content. Trainees will participate in lectures, workshops, seminars and discussion groups led by experts in their field. The course encourages reflective practice, focusing on the subjects being taught, the craft of the classroom and the underpinning educational values of the teacher.

You will also be assigned a University tutor who will visit you once per term to assess your progress and guide your development. You will be assessed against the Teaching Standards and Core Curriculum Framework, which is embedded in the PGCE curriculum, by both your mentor and your tutor. The Buckingham tutor and the school mentor will jointly assess the student's competence as a teacher during and at

the end of the course. There are three essays to complete, carrying a total value of 60 credits. If successful, trainees will be qualified to teach in both independent and maintained schools in England.

For teachers undertaking their first year of teaching we highly recommend your participation in our Ab Initio course as an addition to the PGCE. This will provide you with some basic knowledge and skills to start teaching.

YOUR SUBJECT SPECIALISM

Different school subjects demand different teaching methods and resources, so part of the residential courses will be taught by a subject specialist. Our subject specialists this year include: Art, Music, Design Technology, Food Technology, Business Studies & Economics, Biology, Chemistry, Physics, Maths, Computer Science, English, Drama, Classics, Modern Languages, Arabic, Geography, History, Politics, Religious Studies, Psychology and PE.

ENTRY REQUIREMENTS

You must be employed as a teacher in a secondary independent or state school and be teaching your subject for a minimum of twelve hours across two consecutive key stages.

Every year some of our applicants have arranged to work in a school for the specific purpose of gaining this training, others have worked in the school for a year or two, some for longer than that.

You will be expected to have the following qualifications:

- UK degree (2.2 or above).
- GCSE in English Language, Maths at grade C/4 or above or equivalent.

For equivalent qualifications, contact education@buckingham.ac.uk to confirm that your qualification meets the University entry requirements.

Find out more and apply

Prep PGCE with Qualified Teacher Status

The Prep Postgraduate Certificate in Education with QTS is a formal teacher training course tailored to teachers in independent preparatory schools (ages 7 to 14) in England.

You must be employed as a teacher in a preparatory independent school and be teaching the 3 core subjects at key stage 2 and a chosen subject at key stage 3 for a minimum of 50% of a full timetable.

Trainees will be expected to undertake a teaching placement in a second school which must be a non-selective state school. The duration of this teaching placement is usually for three weeks.


On our PGCE programmes, all teachers are encouraged to be inclusive practitioners e.g. to know about SEN and ways of promoting and maintaining good behaviour with an awareness of the importance of emotional regulation. We want to help you develop your confidence and resilience in order to be able to assuredly teach different key stages and across different age ranges.

COURSE CONTENT

The PGCE is a 37-week school-based course during which time you will work under the guidance of a mentor and receive weekly tutorials to review your progress and to set targets. These interactions are supplemented by a weekly programme on the University's Virtual Learning Environment (VLE).

There are three residentials (nine days overall) to attend and during them Prep trainees will be able to access subject specialisms for key stage 3.

For teachers undertaking their first year of teaching we highly recommend your participation in our Ab Initio course as an addition to the PGCE. This will provide you with some basic knowledge and skills to start teaching.



**OUR PGCE'S
SEAMLESSLY LEAD
ON TO AN MA FOR
THOSE WHO WISH
TO PROGRESS INTO
AN ADVANCED
QUALIFICATION.**

The start date for this programme is September. This has the advantage that the whole course can be completed within one academic year.

ENTRY REQUIREMENTS

You must be employed as a teacher in a preparatory independent school in England and be teaching the three core subjects (English, maths and science) at key stage 2 and a chosen subject at key stage 3 for a minimum of 50% of a full timetable, across four consecutive school years.

Every year, some of our applicants arrange to work in a prep school for the specific purpose of gaining this training, others have worked in the school for a year or more already.

You will be expected to have the following qualifications:

- UK degree (2.2 or above).
- GCSE in English Language, Maths and Science at grade C/4 or above or equivalent.

For equivalent qualifications, contact education@buckingham.ac.uk to confirm that your qualification meets the University entry requirements.

Find out more and apply



Independent PGCE **for Independent Schools and Academies**

The course consists of an individualised programme of school-based training, combined with nine days of residentials where trainees will attend lectures, workshops, seminars and discussion groups led by experts in their field. The course encourages reflective practice, focusing on the subjects being taught, the craft of the classroom and the underpinning educational values of the teacher.

COURSE CONTENT

The PGCE is a 37-week school-based course, during which time you will work under the guidance of a mentor and receive weekly tutorials to review progress and set targets. It is available in most subjects and to all age levels.

There are three residential courses (nine days overall) to attend and these are supplemented by a weekly programme on the University's

online resources. You will be assigned a university tutor who visits once per term to assess your progress and guide your development.

You will be supported and assessed by both your mentor and your tutor; there are three essays to write.

For teachers undertaking their first year of teaching we highly recommend participation in our Ab Initio course as an addition to the PGCE. This will provide you with some basic knowledge and skills to start teaching.

HOW DOES THIS DIFFER FROM THE PGCE WITH QTS?

It does not require a second school placement, and there is no requirement to attend an interview or to undertake professional skills assessments. You can have fewer teaching hours on your timetable than is required for QTS. In addition, you do not need to teach across two key stages – which is a requirement of QTS.

ENTRY REQUIREMENTS

To apply for this course, you must have achieved:

- UK degree (2.2 or above)
- GCSE grade C/4 or above in English Language.

For equivalent qualifications, contact education@buckingham.ac.uk to confirm that your qualification meets the University entry requirements.

You must be employed as a teacher in an independent school or Academy and be in sole charge of a full-size class for a minimum of 10 hours a week. Every year, some of our applicants arrange to work in an independent school for the specific purpose of gaining this training, others have worked in the school for a year or more already.

The employing school must be able to fully support a candidate through the course, enabling them to demonstrate all of the Teachers' Standards across the full age and ability range of training, and cannot be graded as inadequate.

Find out more and apply

100% online PGCE for International Trainees

The Postgraduate Certificate in Education for International Trainees offers teachers based in schools outside the UK, who have not undergone a period of formal training, the opportunity to participate in a structured programme of professional development.

COURSE CONTENT

All International trainees are assigned a University of Buckingham tutor, who will meet online with trainee and mentor throughout the course to assess their progress, guide their development and support the mentor. For example, the tutor will attend one mentor meeting per term and discuss a lesson plan with the trainee termly.

Starting every September, the International PGCE is a 37-week school-based course available to teachers who already have a job in a school, during which trainee teachers work under the guidance of a mentor (appointed by the school in which they work) and receive weekly tutorials to review progress and set targets. The course is available in most subjects and age levels.

Six one day 'live' training sessions plus two induction days (in late August) run by the university will be delivered online. Attendance at all these days is mandatory.

Your University tutor will be a subject specialist. Our subject specialists this year include: Art, Music, Design Technology, Food Technology, Business Studies and Economics, Biology, Chemistry, Physics, Maths, Computer Science, English, Drama, Classics, Modern Languages, Arabic, Geography, History, Religious Studies, Psychology, and Physical Education.

There will also be some content specifically about working in international schools.

Trainees are assessed in a number of ways:

- you will have a mentor in your school who will arrange for your lessons to be observed and assessed so that you can improve week by week.
- you will record evidence of your teaching on an online form.
- trainees are assigned a University of Buckingham tutor who will be in touch regularly. You will have termly calls to assess your progress and guide your development.
- you will write three academic essays.

For the additional QTS qualification (needed to teach in some state schools in England), it is possible for a teacher who has been teaching for two or more years to apply for the Assessment Only to Qualified Teacher Status. A trainee may begin the application process in the term following the one-year International PGCE.

ENTRY REQUIREMENTS

To apply for this course, you must have achieved:

- UK degree (2.2 or above).
- GCSE grade C/4 or above in English Language.

For equivalent qualifications, contact education@buckingham.ac.uk to confirm that your qualification meets the University entry requirements.

You must be employed as a teacher in an international school abroad that teaches English National Curriculum or the International Baccalaureate (IB) and be in sole charge of a full-size class for a minimum of 10 hours a week.

In addition, you must:

- Obtain a commitment from your school to provide a suitable mentor.
- Show the physical and mental fitness to teach.

The employing school must be able to fully support a candidate through the course, enabling them to demonstrate all of the English Teachers' Standards.

Find out more and apply

Scottish PGCE

The Scottish PGCE is recognised by the General Teaching Council for Scotland (GTCS) and upon successful completion of the programme, students will be eligible to apply for Registration with the GTCS which is needed in order to teach in Scottish schools.

COURSE CONTENT

Starting every August, the PGCE is a 37-week school-based course available to teachers who already have a job in a school, during which trainee teachers work under the guidance of a mentor (appointed by the school in which they work and who holds Full Registration with the GTCS). The mentor will be expected to attend an online training session in early September.

Trainee teachers are supported by a weekly programme and nine days of training across the year, (August, October, February and June) including subject-specific content. Training days are delivered both online and via attendance at residentials at which trainees will participate in lectures, workshops, seminars and discussion groups led by experts in their field. The programme also consists of guided weekly meetings and observations, termly visits by the University tutor and regular twilight sessions.

The course encourages reflective practice, focusing on the subjects being taught, the craft of the classroom and the underpinning educational values of the teacher. Trainee teachers will be assigned a University tutor. The University tutor and the school Mentor will jointly assess the student's competence as a teacher during and at the end of the course. There are three essays to complete, carrying a total value of 60 Level 7 (Master's) credits.

In addition to the Buckingham ITT Curriculum, trainees have another Six Elements of Focus in line with the Scottish Curriculum:

1. To develop an understanding of the principal influences on Scottish education and develop awareness of international systems

2. Show an awareness of connections with other curricular areas, stages and sectors
3. Acquire knowledge and understanding of theory and practical skills in curricular areas, referring to local and national guidance
4. To develop an understanding of current, relevant legislation and guidance such as the Standards in Scotland's Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and Getting It Right For Every Child (GIRFEC)
5. Gain a working knowledge of the teacher's contractual, pastoral and legal responsibilities
6. Know how to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability.

ENTRY REQUIREMENTS

Eligible candidates are required to:

- Have a UK Bachelor's Degree (minimum 2:2);
- A National Qualifications in English at SCQF Level 6 (for example Higher Grade) or an accepted equivalent;
- A National Qualifications in Mathematics at SCQF Level 5 (for example National 5) or an accepted equivalent;
- For Non-UK qualifications, a statement of Comparability will be required from UK ENIC, together with a certified translation of degree transcript;
- Be employed in a school in Scotland;
- Demonstrate competency in Digital Technology skills.

For additional criteria specific to Primary, Secondary and Prep, please see the course page on our website or contact our Admissions Team: education@buckingham.ac.uk.

All candidates will be required to attend an interview with a member of the academic team.

Find out more and apply

Postgraduate Teacher *apprenticeship*

The Teacher Apprenticeship provides a fee-free, salaried route for graduates to enter the teaching profession whilst also gaining Qualified Teacher Status (QTS) in 12 months, allowing apprentices to earn while they learn.

COURSE CONTENT

During this 12-month school-based course apprentices will work under the guidance of a mentor in their school and a University of Buckingham tutor.

The Apprenticeship includes 20% 'off-the-job' training which is delivered in a blended form of online and face-to-face meetings and seminars which are supplemented by a weekly programme on the University's Virtual Learning Environment. Apprentices will be assessed against the Teachers' Standards by their mentor and tutor.

Successful completion of the Apprenticeship training leads to the recommendation of QTS (Qualified Teacher Status).

Achievement of QTS is a mandatory requirement for apprentices to proceed through the gateway to the End Point Assessment which completes the Apprenticeship. This is comprised of a lesson observation and professional discussion conducted by an external End Point Assessment Organisation to quality assure the training and development of the apprentice. This takes place within three months of reaching the gateway.

ENTRY REQUIREMENTS

In order to be eligible for this programme, you must:

- have a UK degree (2.2 or above)
- GCSE in English Language and Maths at grade C/4 or above
- GCSE Science C/4 is required for Primary/Prep trainees
- you must be teaching your subject for a minimum of 50% (and a max of 80%) of a full timetable across two consecutive key stages including four consecutive year groups, this should equate to 12 hours per week, minimum
- your school must be rated Outstanding or Good by Ofsted (or the ISI equivalent)
- you must be eligible to work in England as an unqualified teacher
- you do not already have QTS but are working in a school in England.

For equivalent qualifications, contact education@buckingham.ac.uk to confirm that your qualifications meet the University entry requirements.

In addition, you must:

- demonstrate competence in literacy and numeracy before and during the course
- attend an interview as part of the initial assessment
- obtain the commitment from your school to release you for a second school placement and to provide a suitable mentor
- provide a satisfactory criminal record check (DBS) and show the physical and mental fitness train to teach
- complete a minimum of 120 days in a school.
- be released from their employing schools to spend time teaching in a contrasting school during the year, for a minimum of 3 weeks (15 full days).

EMPLOYERS

Employers that pay into the apprenticeship levy (employers in the UK with an annual pay bill over £3 million) will be able to use up to £9,000 of funding from their apprenticeship service account to cover the cost of training and assessing the apprentice.

QUALIFIED TEACHER STATUS

Qualified Teacher Status (QTS) is the United Kingdom's professional accreditation for teaching. It is often required by schools in the UK. The University of Buckingham is one of the leading providers of QTS.

[Find out more](#)



“

The course introduced me to teaching techniques and classroom strategies that I was able to implement immediately.

Patrick

PGCE



Primary Qualified Teacher Status *conversion course*

The QTS Conversion course is available to teachers who are currently employed in maintained or independent schools in England, who have already completed the University of Buckingham's Independent PGCE within the past two years. This course is the accreditation that enables teachers to teach in state-maintained and special schools in England.

COURSE CONTENT

The Primary QTS Conversion Course is a 37-week school-based course during which time you will work under the guidance of a school mentor and receive weekly tutorials to review your progress and to set targets. Trainees on the QTS conversion complete 15 Professional Learning Activities over the duration of the programme, meet with their mentor 15 times and have 15 lesson observations. You will also be assigned a University tutor who will visit twice during the course of the year to assess your progress against the Teaching Standards and Core Competency Framework and guide your development.

You are expected to undertake a teaching placement in a second school which must be a non-selective state-maintained primary school. The duration of this teaching placement is determined upon interview but is likely to be for three weeks.

ENTRY REQUIREMENTS

For entry onto QTS conversion course, you will be expected to have the following:

- UK degree (2.2 or above*)
- GCSE in English, Maths and Science at grade C/4 or above*
- You must be employed as a teacher in an independent or state-maintained primary school in England and be teaching the core subjects (English, maths and science) for a minimum of 50% of a full timetable.
- General primary trainees must be teaching the three core subjects across two consecutive age ranges, and for the subject-specific course trainees' teaching time should be split 50:50 between the core subjects and their chosen specific subject.

*For equivalent qualifications, contact education@buckingham.ac.uk to confirm that your qualification(s) meet the University entry requirements.

Find out more and apply

Secondary Qualified Teacher Status

conversion course

The QTS Conversion Course is available to teachers who are currently employed in maintained or independent schools in England, who have already completed the University of Buckingham's Independent School PGCE within the past two years. This course is the accreditation that enables teachers to teach in state-maintained and special schools in England.

COURSE CONTENT

The Secondary QTS Conversion Course is a 37-week school-based course during which time you will work under the guidance of a school mentor and receive weekly tutorials to review your progress and to set targets. Trainees on the QTS conversion complete 15 Professional Learning Activities over the duration of the programme, meet with their mentor 15 times and have 15 lesson observations. You will also be assigned a University tutor who will visit twice during the course of the year to assess your progress against the Teaching Standards and Core Competency Framework and guide your development.

You are expected to undertake a teaching placement in a second school which must be a non-selective state-maintained secondary school. The duration of this teaching placement is determined upon interview but is likely to be for three weeks.

ENTRY REQUIREMENTS

For entry onto QTS conversion course, you will be expected to have the following:

- UK degree (2.2 or above*)



- GCSE in English, Maths at grade C/4 or above*
- You must be employed as a teacher in a secondary independent or state school and be teaching your subject for a minimum of twelve hours across two consecutive key stages.

*For equivalent qualifications, contact education@buckingham.ac.uk to confirm that your qualification(s) meet the University entry requirements.

Find out more and apply

Assessment only route to Qualified Teacher Status

The Assessment Only Route is a fast-track route (with a 12-week assessment period) to gain Qualified Teacher Status. It is aimed at teachers with two or more years' teaching experience or those who have completed the International or Independent PGCE with the University of Buckingham, and who require no further training in order to demonstrate that they are meeting all Teachers' Standards.

COURSE CONTENT

The AO Route consists of three Assessment Processes. The first is an assessment of the candidate's application, which will include a request to supply additional information. Once a candidate is accepted onto the route, they will undergo two assessment days in their school. The Initial Assessment Day will judge whether the candidate is likely to meet all the QTS Teachers' Standards within a maximum 12-week period without any further training. The Final Assessment Day will take place within 12 weeks from the Initial Assessment and will determine whether the candidate meets all the Teachers' Standards.

In order to assess many of the criteria for the award of QTS, during the initial assessment day the Tutor will interview the candidate, hold meetings with the candidate's line manager, mentor and the school's professional tutor, conduct at least 3 lesson observations and will scrutinize the candidate's planning, marking, report writing and professional development. The candidate will also be required to produce a Teaching & Learning File (TLF).

Assessment Only candidates may apply for September or January processing of their applications. The assessment period start date will be determined on completion of all paperwork required for compliance in this route.

ENTRY REQUIREMENTS

For entry onto the Assessment Only Route, you will be expected to have the following:

- UK degree (2.2 or above*)
- GCSE in English, Maths at grade C/4 or above*
- GCSE in Science at grade C/4 or above* (Primary applicants only)
- You must be employed in a school.

*For equivalent qualifications, contact education@buckingham.ac.uk to confirm that your qualification(s) meet the University entry requirements.

In addition, you must:

- Have two years' teaching experience in at least two contrasting schools, one of which may be your current school. (For candidates who have taught in only one school, a minimum three-week teaching placement in another school will be required prior to the start of the course).
- Demonstrate that you meet all of the Teaching Standards across the age-range of assessment, as stipulated by the Department of Education.
- You must have experience in four consecutive year groups.
- For the General Primary option, be teaching core subjects (English, maths and science) to full classes for at least 50% (approximately 12 hours per week) of a full school timetable in the assessed age range
- For the Primary specialism option (art, drama, music, PE or MFL) be teaching the core subjects (English, maths and science) for approximately 6 hours per week, and your subject specialism for the remaining 6 hours, in the assessed age range.
- For the Secondary option, be teaching your subject to full classes for at least 50% (approximately 12 hours per week) of a full school timetable in the assessed age range.
- Pass the literacy test.
- Have the health and physical capacity to teach.
- Satisfy criteria based on suitability and aptitude for teaching, this includes DBS.

Find out more and apply

MASTER'S PROGRAMMES

**Specialise in your chosen area with
a master's programme from the
University of Buckingham.**

[Find out more](#)



Online Master's in Educational Leadership Management (MEd)

This master's programme is available completely online with online support from your University tutor, including live online meetings once a month via Microsoft Teams, Zoom or another similar online platform. It is designed for those seeking to gain a Level 7 qualification (this programme carries a credit value of 180 at Level 7) and wish to either to progress or pursue a career in leadership within an education setting.

COURSE CONTENT

The course is distance-learning with the expectation that you will attend online 8 trainee study days over the course of the 18-months and these will be followed by an online discussion as well as an essay. Throughout the programme, each student will be assigned a supervisor who will support them through the assignments and with the final dissertation. The course contains the following modules:

Module one: The leadership landscape: role, responsibilities and relationships. This module sets the MEd in the broader context of the range of theory that currently exists relating to Educational Leadership and Management. We will consider how this is reflected in different forms of leadership within schools. We will look at it means to want to be a leader and how leadership is often portrayed in conflict with management. The course will also look at your role as a reflective practitioner and how this can enhance your understanding of the course.

Module two: Leadership in action - making changes. This module introduces the concept of change management and its place within educational leadership. This is linked to the challenges facing schools today and ways in which the educational landscape has changed over the last fifty years. This module looks at the different ways in which leaders can bring about change in their institutions and how this links

to the different kinds of contexts that you can find in modern schools. An understanding of these processes includes practical applications to modern leadership challenges, for example with regard to finance and funding concerns.

Module three: Developing strategy. The module begins with a focus on different styles of leadership and the effect that this has on decision-making in schools. This is then linked to a unit on managing people, whether this is working with staff or with the parental community. The module looks at managing underperformance and connects this back to work on change management. Strategic thinking is looked at and how this links to organisational structures and whether there are alternative ways of this being organised. The module links all of this to teaching and learning issues and how leadership is linked to pedagogy. The research project is introduced in more detail at this point.

Module four: Researching leadership and management. The focus of this module is the development of the research project in relation to each student's educational context. This looks at research topics such as finding your critical voice, exploring research paradigms and methodologies, how data can be analysed and confidence in relation to ethics and validity. The project is set in the context of the educational leadership academic community and the implications for the immediate and wider settings. These issues are linked to educational research and the organisations that exist looking at these topics.

Module five: Dissertation. This is the culmination of the programme and the production of a 12,000-15,000-word dissertation. The students will work independently on this whilst also being supported by their supervisor and with the option of attending online webinars.

ENTRY REQUIREMENTS

To enrol on the course, you should be an experienced graduate teacher who is either currently aspiring to leadership or is already in a leadership role.

Find out more and apply

Online

Master's in Education

Our MA in Education is a one-year, part-time course for teachers and school leaders to develop expertise in the field of education through critical evaluation of research and scholarship.

This course provides students with the opportunity to follow their own interests while being given clear guidance about the requirements of a serious Level 7 academic qualification.

You will complete a number of modules enabling you to develop your understanding both of the research process as well as your topic of interest. The culmination of the MA is a 12,000 to 15,000-word dissertation. You will also complete a literature review, which informs your dissertation, and you will learn about different research methods. You will be expected to read widely around your subject area.

COURSE CONTENT

The course includes:

- Establishing your research focus
- Discovering relevant literature and how to write a literature review
- What is expected of Level 7 academic writing?
- How to navigate the topic of research methodology
- Planning your dissertation
- Ethical considerations when researching

Every Master's student is allocated a supervisor. You will regularly communicate for example, via Teams, Zoom, Email or another online meeting platform with your supervisor at times that are suitable for you both, to support each module. You will also have access to regular online study sessions throughout the course.

There is an induction session early on to introduce you to how the course will run, then there are twilight sessions UK time, during the year, to support you with each module and to aid with the completion of the dissertation. The majority of these are optional in terms of attendance as we know that many people struggle to be available at certain times. However, all sessions are recorded and can be watched after the live event. This means that as you progress through the course you end up having access to library of videos that you can re-visit, to support you to a successful outcome.

It is important to understand that you, as a Master's student, will be expected to work independently and to use the guidance provided to complete the required modules.

By undertaking this programme

- You will acquire a new set of skills.
- Gain a fresh challenge to stop you becoming stale.
- Undertake research which gives you an authoritative voice.
- You will connect with people outside your comfort zone.
- Make an investment in yourself.
- You will study something you are genuinely interested in.

ENTRY REQUIREMENTS

- UK degree (2.2 or above) or equivalent.
- be working in a school/educational environment

For equivalent qualifications, contact education@buckingham.ac.uk to confirm that your qualification meets the University entry requirements.

In addition, you must have either:

- Route 1* – PGCE with 60 Master's credits at Level 7 from the University of Buckingham or another university (if completed within ten years of the proposed start date of the course) OR
- Route 2* – PGCE at level 6 or BSA Diploma (which is a helpful route into Master's study). An additional module (a bridging unit) of study will be provided.

Find out more and apply

Online

Master's in Education (Evidence Based Practice)

The course enables students to complete a Masters Dissertation and to link this to study of the way in which evidence-based practice has been integrated into education.

The course consists of a number of modules, including one which centres of the legitimacy of an evidence-based practice approach. In addition to this, students will complete a literature review, which informs a research project to explore an educational issue with a view to improving the candidate's own professional practice or that of others.

The study culminates in a dissertation involving a candidate's own project in their school or research in a wider field of education. The focus of this dissertation will examine the research linked to an area of the student's own interest.

COURSE CONTENT

The course includes:

- Establishing your research focus
- Discovering relevant literature and how to write a literature review
- What is expected of Level 7 academic writing?
- How to navigate the topic of research methodology
- Planning your dissertation
- Ethical considerations when researching

Every Master's student is allocated a supervisor. You will regularly communicate for example, via Teams, Zoom, email or another online

meeting platform with your supervisor at times that are suitable for you both. You will also have access to regular online study sessions throughout the course.

There is an induction session early on to introduce you to how the course will run, then there are twilight sessions UK time to support you with each module. The majority of these are optional in terms of attendance as we know that many people struggle to be available at certain times. However, all sessions are recorded and can be watched after the live event. This means that as you progress through the course you end up having access to library of videos that you can re-visit, to support you to a successful outcome.

It is important to understand that you, as a Master's student, will be expected to work independently and to use the guidance provided to complete the required modules.

By undertaking this programme

- You will acquire a new set of skills.
- Gain a fresh challenge to stop you becoming stale.
- Undertake research which gives you an authoritative voice.
- You will connect with people outside your comfort zone.
- Make an investment in yourself.
- You will study something you are genuinely interested in.

ENTRY REQUIREMENTS

- UK degree (2.2 or above) or equivalent.
- be working in a school/educational environment

For equivalent qualifications, contact education@buckingham.ac.uk to confirm that your qualification meets the University entry requirements.

Find out more and apply

Online

Master's in Residential Education

The MA in Residential Education is a school-based online course for those working in or with an interest in boarding schools. It is offered in partnership with the Boarding Schools' Association. We have students based all over the world undertaking this programme.

This course allows those with experience in boarding school settings, who are keen to get involved with and develop skills in research, to write about a topic of significance to them. The culmination of the MA is a 12,000 to 15,000-word dissertation. You will also complete a literature review, which informs your dissertation, and you will learn about different research methods. You will be expected to read widely around the subject of Residential Education.

Applicants may be from either state or independent boarding schools in the UK or abroad.

COURSE CONTENT

The course includes:

- Establishing your research focus
- Discovering relevant literature and how to write a literature review
- What is expected of Level 7 academic writing?
- How to navigate the topic of research methodology
- Planning your dissertation
- Ethical considerations when researching

Every Master's student is allocated a supervisor. You will meet via Teams, Zoom or another online meeting platform with your supervisor at times that are suitable for you both, to support every module. You will also have regular online study sessions throughout the course.

There is an induction early on to introduce you to how the course will

run, then there are twilight sessions, from 4pm UK time onwards, to support you with each module. The majority of these are optional in terms of attendance as we know that many people struggle to be available at certain times. However, all sessions are recorded and can be watched after the live event. This means that as you progress through the course you end up having access to library of videos to support you to a successful outcome. It is important to understand that you as a Master's student you will be expected to work independently and to use the guidance provided to complete the required modules.

By undertaking this programme

- You will acquire a new set of skills.
- Gain a fresh challenge to stop you becoming stale.
- Undertake research which gives you an authoritative voice.
- You will connect with people outside your comfort zone.
- Make an investment in yourself.
- You will study something you are genuinely interested in.

ENTRY REQUIREMENTS

- UK degree (2.2 or above) or equivalent.
- be working in a school

For equivalent qualifications, contact education@buckingham.ac.uk to confirm that your qualification meets the University entry requirements.

In addition, the candidate must have either:

- Route 1* – PGCE with 60 Master's credits at level 7 from the University of Buckingham or another university (if completed within ten years of the proposed start date of the course) OR
- Route 2* – PGCE at level 6 or BSA Diploma (which is a helpful route into Master's study) an additional module of study will be provided.

For candidates without a PGCE or BSA Diploma, alternative entry requirements exist. Please contact education@buckingham.ac.uk to discuss this further.

*For candidates on route 1, the course duration is 1 year. For candidates on route 2, the course duration is 15 months.

Online

Master's in Education (Teaching and Learning)

Led by world-famous experts in various fields of education, there are two routes to complete the Online MA in Education (Teaching and Learning). It will take approximately three years to complete the full MA and one and a half years to complete the top up MA.

This degree works using a cumulative credit system. You can pick and choose the modules that suit you, alongside Module 8 which is a compulsory module. You need to achieve 180 credits in total to gain your Master's degree.

- Route A: The Online MA Education (Teaching and Learning) top up programme

Route A is a top-up programme where you can transfer in up to 60 Level 7 credits (e.g. from a PGCE if completed within ten years of the proposed start of the course) and then select any other two modules and the Dissertation module to complete your Master's course.

To check your eligibility for transferring in credit please contact education@buckingham.ac.uk to confirm.

- Route B: The full 180 credits Online MA Education (Teaching and Learning)

In Route B, you choose four 30-credit modules and the Dissertation module (60 credits).

COURSE CONTENT

Module one: Assessment in schools with Professor Rob Coe and Professor Stuart Kime (30 credits). The Assessment module helps school leaders to make their school assessment approach more efficient and enables staff to make more reliable judgements about what pupils know, can do and need next.

Module two: The science of learning with Evidence-Based Education (30 credits). The Science of Learning module provides an evidence informed grounding in key theories from cognitive neuroscience and psychology about: what learning is, why we do it, and how it happens.

Module three: Evaluating education policy with Professor Becky Allen (30 credits). This module helps those without a background in statistics and quantitative methods learn how to read and evaluate the seminal research studies in education policy.

Module four: Classroom behaviour management with Tom Bennett (30 credits). This module explores student behaviour, how it intersects with learning, and investigates the competing models of managing this behaviour that have been used to understand these processes.

Module five: Leading Teacher Development (30 credits). Leading Teacher Development Module developed by David Weston and The Teacher Development Trust (TDT) will provide a route into the evidence-informed leadership of teacher development.

Module six: Comparing Educational systems in different countries with Lucy Crehan (30 credits). This module offers an introduction to international comparisons of education systems in developed contexts, focusing on compulsory, school-based education.

Module seven: Building a writing intensive classroom (30 credits). Its aim is to develop teachers' knowledge and practice in building 'writing intensive classrooms' where writing is more prevalent and takes a wider variety of forms, especially 'low stakes' writing designed to develop students' comfort with thinking in writing.

Module eight: Research Methodology and Dissertation (60 credits). Compulsory for all Master's students. Students carry out their own small-scale research project with guidance from their supervisor.

ENTRY REQUIREMENTS

To be eligible to apply for this course, you must:

- Have a UK degree (2.2 or above) or equivalent;
- Work in a school.

For equivalent qualifications, contact education@buckingham.ac.uk to confirm that your qualification meets the University entry requirements.

Online

Master's in Education (Leading Sport in Schools)

This two-year online course is offered in conjunction with the Professional Association of Directors of Sport in Independent Schools (PADSIS) carries 180 credits at Level 7.

CONTENT

This MA is an online programme that is made up of four taught modules and culminates in the awarding of a Master's degree following the successful completion of a fifth module which is a dissertation. The essence of the course is the development of a broad understanding of the context of school sport and physical activity, current sector issues and the role of the leader in determining a positive sports culture and programme success in schools.

The course consists of the following modules:

- **Module one: The Historical Context of Sport and Physical Activity in Schools (25 Credits)**
- **Module two: Contemporary Issues in School Sport and Exercise (25 credits)**
- **Module three: Leadership and Management in School Sport (30 Credits)**
- **Module four: Building a Positive Culture of Sport and Physical Activity (40 credits)**
- **Module five: Education Research Dissertation (60 credits)**

Every student is allocated a supervisor. You will meet via Teams, Zoom or another online meeting platform with your supervisor at times that are suitable for you both, to support every module.



Materials will be made available for each of the modules so that students can access recorded lectures, online discussion seminars, reading lists and guided study materials from wherever they are in the world.

The course encourages students to examine current and historical practices within their own, and other schools, and to research examples of good practice elsewhere. A range of case studies will be presented for analysis and various practical projects will provide students with the opportunity to apply newly discovered research materials to their own school-based context.

A 5,000 – 6,000-word written assignment is required at the end of each module and in one module a presentation is also needed.

The final dissertation will be 12,000 – 15,000 words.

ENTRY REQUIREMENTS

To be eligible to apply for this course, you must:

- Have a UK degree (2.2 or above) or equivalent;
- Work in a school.

For equivalent qualifications, contact education@buckingham.ac.uk to confirm that your qualification meets the University entry requirements.

Find out more and apply

Online

Master's in Inclusive Educational Leadership

This programme is comprised of four modules at Level 7 that will enable educational leaders, and aspiring leaders, to train in and evidence outstanding practices and real whole-school change in support of the most vulnerable and challenging students.

The programme aims to enable teachers to develop their leadership competency through critical evaluation of research and scholarship, and to integrate this with their own practice. Students will be able to critically analyse, engage in and reflect on these educational issues and reflect on the implication for their own educational setting.

All students complete modules one to three and can then choose one option for module four, before designing and carrying out a research project for module five, the dissertation.

The course is accredited by the University of Buckingham. Modules one to four are delivered by Inclusion Expert, a nationally renowned provider of courses in pastoral care. Module five, the Dissertation, is delivered by the University of Buckingham.

This course is 100% online, although at every stage students will have the support of their own supervisor.

Modules one to four are completed in year one; module five is completed in year two.

COURSE CONTENT

- **Module one: Leading People and Organisational Change (25 credits)**



- **Module two: Leading on Upskilling Staff (25 credits)**
- **Module three: Leading on Transformational Change for Vulnerable Students (30 credits)**
- **Module four (Option one): Leading on Inclusive pedagogy (40 credits)**
- **Module four (Option two): Leading on behaviour (40 credits)**
- **Module four (Option three): Leading provision for children with the social worker (40 credits)**
- **Module four (Option four): Leading on narrowing the attainment gap (40 credits)**
- **Module five: Education Research Dissertation (60 credits)**


ENTRY REQUIREMENTS

To be eligible to apply for this course, you must:

- Have a UK degree (2.2 or above) or equivalent;
- Work in a school.

For equivalent qualifications, contact education@buckingham.ac.uk to confirm that your qualification meets the University entry requirements.

Find out more and apply



OUR POSTGRADUATE
DIPLOMA IN PASTORAL
LEADERSHIP CAN
LEAD TO A MA IN
INCLUSIVE LEADERSHIP
BY UNDERTAKING AN
ADDITIONAL 60 CREDITS
DISSERTATION

Mentoring

From September 2021 all schools are required to apply the Early Careers' Framework (ECF) process to their Newly Qualified Teachers. This requires good mentors. Whilst ECF mentoring will be covered, this course delves much more deeply into the thought processes and critical thinking needed to make an excellent mentor, going beyond the requirements for the Mentor Standards and ECF.

We offer three levels of course, all **fully online**:

- Postgraduate Certificate – modules one and two (60 credits)
- Postgraduate Diploma – modules one, two, three and four (120 credits)
- Master's – modules one, two, three, four and five (180 credits)

Postgraduate Certificate in Mentoring

This course is for you if you would like to engage with mentoring research and explore issues which go beyond the ECF mentoring requirements and mentor standards, examining issues such as identity, complexity and managing challenging situations.

Postgraduate Diploma in Mentoring

This course is for you if you would like to engage with the material that constitutes the Postgraduate Certificate in Mentoring AND explore leadership, mentoring in different contexts and engage more deeply with research.

Master's in Mentoring

This course is for you if you would like to engage with the material that constitutes the Postgraduate Diploma in Mentoring AND carry out research into your chosen area of mentoring, resulting in a dissertation.

All trainees start at the same time but stop at different points (as shown above). All three are useful for those mentoring in schools. If you start on a lower-level course (e.g. the certificate) but then decide you want to continue up onto the Diploma (or progress from the Diploma onto the Master's) you can do so but there will be an additional fee to pay.

COURSE CONTENT

Each week you will participate in an online seminar with the course leader and fellow students, where you will discuss and analyse examples of best practice in mentoring. These sessions, alongside the written assignments, will support your development enabling you to utilise these skills with your mentees. Each online session will last approximately 90 minutes. Your written reflections will also be an important part of the learning process and will form part of your evidence folder.

Your course leader will be available to you throughout the programme for guidance and support, via virtual formats, telephone and email.

Assessment is carried out through written assignments and evidence-based practice in mentoring.

Modules:

- **Module one: Introduction to Mentoring Theory**
- **Module two: A Research Based Approach to Mentoring**
- **Module three: Critical reflections on Mentoring (Diploma and MA only)**
- **Module four: The Wider Context of Mentoring (Diploma and MA only)**
- **Module five: Research Methodology and a Dissertation (MA only)**

The aim of these programmes is to:

- Provide an in-depth analysis of the Mentor Standards:
- Personal qualities
- Teaching
- Professionalism
- Self-development and working in partnership.



- Combine practice with relevant research and evidence-based practice in academic study at Master's level.
- Enable participants to reflect upon and improve their support of mentees.

ENTRY REQUIREMENTS

To be eligible for this course, you must:

- have a UK degree (2.2 or above) or equivalent;
- be working as a mentor in an educational context.

For equivalent qualifications, contact education@buckingham.ac.uk to confirm that your qualification meets the University entry requirements.

Find out more and apply

Online National Award for Special Educational Needs Co-ordination

This course is designed around the Learning Outcomes for SENCOs, specified by the Department for Education, and aims to develop expertise in the leadership of SEND in schools.

SENCOs on this course will have access to a fully online, high-quality and interactive programme delivered by SEND experts and specialists. They will learn how to integrate theory and practice to support the development of their role and, in turn, learn how to improve positive outcomes for pupils with SEND.

COURSE CONTENT

SENCOs are required to attend four training days which will be delivered online and will cover the following topics:

- **Induction to the NASENCO Course** – SENCOs will be guided through the course structure, design, expectations and outcomes.
- **Developing Context for Inclusive Education** – SENCOs will demonstrate their professional knowledge and understanding in the legislative context for SEN and will link as evidence application of theoretical concepts that underpin effective leadership and practice
- **The SENCO as an Inclusive Leader** – SENCOs will be required to demonstrate understanding and reflect on their expertise and capabilities needed to lead and coordinate provision effectively.
- **The Critical Professional SENCO: Life & Career of a SENCO** – SENCOs will be required to reflect on the personal and professional qualities needed to make a positive impact on the ethos and culture in schools and other settings.



Trainees will meet virtually with their SENCO tutor termly and engage in weekly reflective tasks to support understanding and application of the most effective and inclusive practice as a SENCO, all matched to the SENCO Learning Outcomes.

SENCOs will complete:

- A reflective essay
- Design, implement and write up of an Action Research Project
- Completion of a Professional SEND Development Portfolio (E-Portfolio) where the focus is on the student to reflect on their own practice within their education institution in order to have met the SENCO learning outcomes

ENTRY REQUIREMENTS

Eligible applicants will:

- hold Qualified Teacher Status (QTS), Qualified Teacher Learning Status (QTLS) or Early Years Teacher Status (EYTS – appropriate for ages 0-5 only);
- have completed the NQT year;
- be educated to degree level;
- be employed as a SENCO, or have aspirations to become a SENCO, in a UK school;
- have the full support of their school's Headteacher

Find out more and apply

EdD: Doctor of Education

The EdD programme at Buckingham brings together an exciting international community to study and research together. Our Doctoral Programme in Education promotes and endorses the highest level of knowledge, skills and experiences of leaders in schools and education.

An EdD is at the same standard as a PhD. Like a PhD the EdD requires students to make a unique contribution to knowledge. A distinguishing element of an EdD is that it is also required to ensure your study results in a tangible impact on practice. This is because the EdD is a practitioner/professional doctorate which means that it is designed for professionals working in Education and that the focus of study should be on the nature of Educational practice.

COURSE CONTENT

The University of Buckingham EdD is appropriate for experienced practitioners and postgraduate students who already hold an MA or equivalent. The programme aims to enable those working in education to develop expertise through critical evaluation of research and scholarship in their chosen field of interest.

Students will develop skills that allow them to critically analyse, engage in and reflect on educational issues. Whilst the intensity of the doctorate might seem daunting, the programme is designed for students to be able to complete study alongside their work in education. Students will contribute to wider debate on education and reflect on the implications of their study for educators and learners. The expectation is that on average you will spend 15 hours a week studying. This takes into account time spent with you supervisor, study days as well as your own independent research, reading and study.

12 hours of supervision each year. Students are supported by webinars and by two study days in November and another two study days in April. The online support guides you through some of the key elements

of completing a doctorate, for example, research methodology, engaging with literature and philosophical frameworks.

We offer two routes to achieving the EdD at Buckingham:

- a traditional thesis; or
- a portfolio route.

The choice of route will be decided in discussion with your supervisors.

Many people will be familiar with the structure of the doctoral thesis; it is a pathway that encompasses a review of literature followed by the pursuit of a research project. As the EdD is a professional thesis, this would also include an evaluation of the implications for practice that the work would have within a particular educational context. A thesis consists of a continuous narrative, divided up into chapters that form a whole. Each chapter contributes to the main idea and builds a logical sustained argument cumulatively from start to end.

By comparison a doctorate by submission of a professional portfolio reflects on a particular area of focus and interest through the production of a collection of different papers that together form a whole. If you have already published articles and documents of different kinds, then the portfolio may be suitable for you.

It is important to recognise that both require the same level of academic rigour. A thesis is an extended piece of research that presents an argument supported by evidence and reference to relevant research. For the portfolio, it is the overriding argument that binds the varied contents of the portfolio together through use of linking documents. Both pathways also require an ability to be critical both in terms of one's own position and also in the further development of your own critical voice when encountering a range of alternative views. Both pathways will also contribute something unique and original to your existing knowledge.

ENTRY REQUIREMENTS

To be eligible for this course, you must have:

- an Honours degree or equivalent and a Master's Degree
- at least three years' experience as a practitioner in Education

Find out more and apply



Fees and finance

2022

PGCE	
Primary PGCE with QTS	£6,904
Secondary PGCE with QTS	£6,904
Prep PGCE with QTS	£6,904
Independent PGCE	£6,040
Scottish PGCE	£6,500
PGCE for International Trainees	£4,000
PGCE Teacher Apprenticeship (paid by Employer Levy)	£9,000

MASTER'S PROGRAMMES	
MEd Educational Leadership & Management	£5,040
MA Education	£3,500
MA Education – Evidence Based Practice	£3,700
MA Education - Leading Sport in Schools	£6,000
Online MA Education – Teaching & Learning	£1,000 per module
MA Residential Education	£3,500
MA Mentoring	£5,000
MA Inclusive Educational Leadership	£7,250

PROFESSIONAL DOCTORATE	
Professional Doctorate in Education (EdD)	£15,450



OTHER PROGRAMMES	
Postgraduate Diploma in Mentoring	£2,725
Postgraduate Certificate in Mentoring	£1,400
National Award for SEN Co-ordination (NASENCO)	£2,520
Assessment Only Route to QTS – Primary & Secondary (UK)	£3,000
Assessment Only Route to QTS – Primary & Secondary (International)	£3,000
QTS Conversion Course – Primary	£2,800
QTS Conversion Course - Secondary	£2,800
Ab Initio	£400
Teaching Games Day	£400

Applicants must also pay a £275 non-refundable Registration Fee.

Fees are invoiced at the beginning of the course. Instalments can be arranged directly with the Finance department upon receipt of the invoice.

If you need financial assistance for a course, please contact our Faculty Registrar at: pgce-support@buckingham.ac.uk. You will be asked to fill in a means-test form.

Master's programmes consisting of 180 credits may be eligible for financial support from the government. Find out more on their website: www.gov.uk/masters-loan.

CONTACT US

Email: **EDUCATION@BUCKINGHAM.AC.UK**

Phone: **01280 820222**



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