

THE UNIVERSITY OF  
**B U C K I N G H A M**

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**SCHOOL OF  
EDUCATION**

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**BUCKINGHAM**



## UNIVERSITY OF BUCKINGHAM SCHOOL OF EDUCATION

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**The University of Buckingham School of Education is one of the leading providers of teacher training in the United Kingdom and the leading provider for top independent (private) schools.**

The School is run by Professor Barnaby Lenon, the Dean of Education, who taught for 12 years at Eton and was Head Master of Harrow School for 12 years. He established the Harrow International schools in Thailand, Beijing and Hong Kong and is a global authority on the characteristics of successful teachers.

We currently offer six courses that are especially suitable for teachers working outside the UK.

# INTERNATIONAL POSTGRADUATE CERTIFICATE OF EDUCATION (PGCE)

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The PGCE is the main qualification required of successful teachers in the UK. It is available to teachers who are already working in a school. It is a 37-week school-based course, during which time trainee teachers work under the guidance of a schools-based mentor (appointed by the school in which they work) and receive weekly tutorials to review progress, discuss pedagogy and set targets. It is available in most subjects and to all age levels. We employ external examiners to quality assure the qualification.

Trainees are judged against the English Teachers' Standards and are required to provide evidence of reaching the required standard via an online e-portfolio.

In addition, trainees are required to write three academic assignments during the year and follow a weekly programme of training and readings online.

International trainees are expected to attend two three-day-long residential courses held in Buckingham in October and February (six days overall).

Trainees are assigned a University of Buckingham tutor who visits their school twice, wherever it is in the world, to assess their progress and guide their development. The two tutor visits generally happen in the autumn and summer terms. A visit takes the best part of a full day as the tutor will need to observe three lessons, give feedback (including one paired feedback session with the mentor), meet with the mentor, give e-portfolio guidance to the trainee, and tackle any issues that may have arisen.

Where there are greater numbers of trainees in a geographical area, the six days training may take place locally to them delivered **either** by a University of Buckingham tutor **or** by a tutor trained and accredited by us.

If a teacher wishes to teach in a state school in England, they will also need what is called Qualified Teacher Status (QTS). For a teacher who has been teaching for two or more years, it is possible to do the Assessment-Only Qualified Teacher Status assessment (below). A trainee may begin the AO QTS process in the term following our one-year international PGCE.



### **Entry Requirements for International PGCE**

- You must be employed as a teacher in a school and be in sole charge of a full-size class for a minimum of 10 hours a week.
- You will be expected to have a university degree.

### **In addition, you must:**

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

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.

All international applicants, who do not hold a GCSE grade C/4 or above in English Language, must have IELTS or TOEFL certificate with scores accepted by the University. [Find out more.](#)



### **How to apply**

Full details about the application process can be found on the [course page](#).

### **Fees 2020/21**

#### **For those able to come to the UK:**

£5,500 (£5,500 in EU) plus a non-refundable registration fee of £275; this covers the cost of tutoring as well as food and accommodation when at Buckingham.

International trainees will also need to cover the visa, flight, accommodation and sustenance expenses incurred by the visiting tutor. We will always keep costs to a minimum - all tutors fly economy class and would be booked into a mid-range hotel. Where possible, and where multiple trainee's subjects allow, we would look to allocate the same tutor so the costs can be shared.

#### **Where training happens in-country:**

£5,500 (£5,000 in EU) plus a non-refundable registration fee of £275 plus the visas, flights, accommodation and sustenance expenses incurred by the visiting tutors and lecturers.

# TEACHERS' STANDARDS IN ENGLAND

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## Part One: Teaching

### A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
  - Establish a safe and stimulating environment for pupils, rooted in mutual respect
  - Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
  - Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils
  - Be accountable for pupils' attainment, progress and outcomes
  - Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
  - Guide pupils to reflect on the progress they have made and their emerging needs
  - Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
  - Encourage pupils to take a responsible and conscientious attitude to their own work and study.





### 3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of the scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

### 4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).



#### 5. Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know-how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.



## 7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## 8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.



## Part Two: Personal and Professional Conduct

**A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.**

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental values, including the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.





## ASSESSMENT-ONLY ROUTE TO QUALIFIED TEACHER STATUS (QTS)

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**Qualified Teacher Status 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.**

The Assessment Only Route is a fast-track route (with a 12-week assessment period) to gain Qualified Teacher Status for teachers with two or more years' teaching experience or those who have completed the International PGCE.

**Applications are welcome from teachers who do not hold Qualified Teacher Status and are currently teaching in a school in the UK or abroad, providing they meet the necessary criteria.** Schools may be state or independent. International schools abroad must be following the English national curriculum or IB.

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

- A first degree from a UK university or equivalent.
- GCSE in English and Maths at grade C/4 or above (or equivalent) and a science if teaching 5-11 year olds.
- Be employed in a school.



**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, or one type of school, a minimum three-week teaching placement in a contrasting school will be required prior to the start of the course as agreed with the university).
- Demonstrate that you meet all of the Teaching Standards across the age-range of assessment, as stipulated by the UK Department for Education.
- 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 across two adjacent Key Stages or age phases.
- Demonstrate basic literacy and numeracy.
- Show you have the physical and mental capacity to teach.
- Satisfy criteria based on suitability and aptitude for teaching. This includes [Disclosure and Barring Service \(DBS\)](#) criminal records checks and children's barred list information. Candidates who have lived or worked outside the UK must undergo the same checks as all other staff in schools and colleges. In addition, further checks may be carried out. The Home Office has published guidance on [criminal record checks for overseas applicants](#).

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.

## Fees 2020-21

UK	EU	International
£2,500 / course	£3,000 / course	£3,000 / course

International trainees will also be expected to cover any visa, flight, accommodation, travel and sustenance costs incurred whilst the university tutor visits.

**All staff at [COBIS](#) member schools get a 5% discount on course fees. To ensure discount is applied please select COBIS from the partnership box on your application form.**

### How to apply

Full details for applying can be found on the course pages:

- [Assessment Only \(AO\) Route to Qualified Teacher Status - Primary](#)
- [Assessment Only \(AO\) Route to Qualified Teacher Status - Secondary](#)





## MASTERS DEGREE IN EDUCATION (MA)

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**This course is designed for teachers of any age who have a university degree.**

### **The aims of the programme are:**

To critically analyse, engage in and reflect on educational issues, philosophies and initiatives

- To take responsibility for one's own learning and study independently
- To develop skills in searching for and critically analysing relevant literature in order to plan educational research relevant to their chosen areas of interest
- To select and critically evaluate relevant theoretical perspectives relating to a chosen area of educational research
- To synthesise relevant literature and current trends within education in support of arguments

## Why do this course?

- Professionals do not stop learning at any stage in their working lives. Doctors and lawyers, for example, have to have regular refresher courses. In the same way, teachers need a framework like an MA within which to learn about recent research in education and be prompted to consider whether they could be even better at what they do.
- Not only will you learn about recent research but you will also learn how to research.
- Having taken the trouble to gain this qualification will show your employer and future employers that you are a serious professional.
- You will find the course intellectually stimulating.

## There are four main modules:

- Module 1: Transformative Practice (30 credits)
- Module 2: Research of literature on contemporary issues in Education (30 credits)
- Module 3: Principles of Educational Research - research methods and project design (30 credits)
- Module 4: Educational Research in Practice- Master's Dissertation/ Research project (60 credits)

*If you do not have a UK PGCE qualification you will also submit an entry portfolio worth 30 credits.*





### **How the course works:**

You are normally expected to come for only one day to the University of Buckingham. This will be in September 2020.

On this day you will study:

- Conducting a literature review
- Academic writing of a literature review and critical evaluation
- Research methods
- Project/dissertation planning and design
- Ethics in educational research

If you cannot come to the UK then we require a minimum of ten trainees who can come together in one city in August or September and the tutor will come to you.

You will submit three essays and a dissertation under the guidance of the university tutor.

### **Fees**

£3,000 plus a non-refundable registration fee of £275. If you cannot come to the UK and our tutor is coming to you, you will need to pay for the tutor's flight and accommodation between you.

### **How to apply**

Full details about the application process can be found on the [course page](#).





# MASTER'S DEGREE IN RESIDENTIAL EDUCATION (MA) – FOR INTERNATIONAL PROFESSIONALS

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**This is exactly the same as the MA in Education above but is designed for staff who work in boarding schools.**

The readings will be about boarding schools, the dissertation on a theme of your choice such as the benefits and weaknesses of boarding schools, marketing boarding schools, safeguarding children in a boarding context, a comparison of the experience of different countries with boarding schools.

## **Entry Requirements**

For entry onto the MA some candidates will have a UK PGCE – this may be a PGCE with 60 Master's credits at level 7 from Buckingham or another university.

Candidates with a degree, a level 6 UK PGCE or UK Boarding Schools' Association Diploma (which is a helpful route into Master's study) will be asked to produce a portfolio of evidence of their work of up to 7,000 words (further advice will be given).

For candidates without a PGCE or a degree, alternative entry requirements exist and can be discussed further with the School of Education team.

## **Fees**

£2,750 plus a non-refundable entry fee of £275.

## **How to apply**

Full details about the application process can be found on the [course page](#).



## MASTERS IN EDUCATIONAL LEADERSHIP (MED)

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**This Master's programme is an 18-month course, which combines theoretical and practical approaches to enable current and aspiring leaders to develop both their understanding and skills.**

The course aims to develop and improve the quality of leadership in schools and is suitable for those currently in a leadership post and those aspiring to leadership.

The course content is suitable for both Secondary and Primary/Prep teachers. Assessment is via the submission of four written assignments, contributions to an online seminar forum and will culminate in a research dissertation.

- **Module 1 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.
- **Module 2 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 the 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 change about 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.

- **Module 3 Developing Strategy.** The module begins with a focus on different styles of leadership and the effect that this would have 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 4 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 5 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.





## **Residentials**

You will attend four two-day residential stays during the course; dates may be changed but at the moment are:

- 1-2 October 2020
- 28-29 January 2021
- 29-30 April 2021
- 4-5 November 2021

Overseas students get two night's accommodation included in the fee on each residential.

## **Entry Requirements**

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

## **Fee**

£5,500 plus a £275 non-refundable registration fee.

## **How to apply**

Full details about the application process can be found on the [course page](#).

# ONLINE MASTER'S DEGREE IN TEACHING AND LEARNING

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We are proposing to offer an innovative and exciting new course led by world-famous experts in various fields of education, rolled out over two years. Subject to the University of Buckingham approval processes it is anticipated that this course will consist of modules listed below, most of which will start in September 2020:

It may take 2-3 years to complete the full online MA depending on the options taken.

## **Modules available**

A compulsory module on Research Methodology including a dissertation with the University of Buckingham (60 credits)

## **Optional modules:**

- Assessment in schools with Rob Coe, Stuart Kime, and Evidence Based Education (30 credits).
- The science of learning with Evidence Based Education (30 credits)
- Evaluating education policy with Professor Becky Allen (30 credits)
- Classroom behaviour management with Tom Bennett (30 credits)
- Leading Teacher Development with David Weston and the Teacher Development Trust (30 credits)
- Comparing Educational systems in different countries with Lucy Crehan (30 credits)
- Building positive classroom cultures and promoting good writing with Doug Lemov (30 credits)

For further information please visit our [website](#).

# WHAT NEXT?

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