

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

**SCHOOL OF
EDUCATION**



THE UNIVERSITY OF
BUCKINGHAM



UNIVERSITY OF BUCKINGHAM TEACHING TRAINING

The University of Buckingham 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 1,000 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.

Full details can be found on our website buckingham.ac.uk/education.

FIND YOUR COURSE

You want to be a teacher		Teaching Assistant to Teacher course
You are a new teacher		One-day Ab Initio course One-year PGCE
You hold a PGCE but want to add Qualified Teacher Status (QTS)		Assessment Only QTS
You are or aspire to be a Special Needs Co-ordinator, Inclusion Manager or you are a Special Needs teacher		NASENCO course
You are or want to be a PE/games teacher		One day teaching games course PGCE for PE/games teachers
You are or want to be a secondary school head of department		One-day Secondary School Head of Department Day
You are a teacher with some experience		<ul style="list-style-type: none">• Assessment-only QTS• MA in Education• MEd (Masters in Educational Leadership)• EdD (doctorate)
You are a boarding school teacher		MA in Residential Education
You work in a school outside of the UK		<ul style="list-style-type: none">• International PGCE• Assessment-only QTS• MA in Education• MA in Residential Education• MEd (Masters in Educational Leadership)• Online MA in Teaching and Learning• EdD (doctorate)

Full details are on the website: buckingham.ac.uk/education.



WHY CHOOSE THE UNIVERSITY OF BUCKINGHAM?

1. **High quality courses that don't take much time away from school.** With the PGCE and MEd, for example, classes are delivered in short residential '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. They are some of the best in the country.
4. **Residential courses are held at a great hotel** in the heart of the English countryside.
5. **Sequence of courses that students can progress through** from initial teacher training to doctorate.

PROFESSOR BARNABY LENON, DEAN OF EDUCATION

Barnaby Lenon was brought up in south London and educated at Eltham College and Oxford University. He then won the Cambridge University prize for Education, 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 has been a governor of twenty-two schools and is currently a trustee of the two independent and eight state schools in the King Edward's Birmingham Foundation. He is chairman of governors of the London Academy of Excellence, a state school which opened in 2012 in Newham, east London.

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

Most 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. Teachers can improve throughout their working lives, but will only do so if they experiment with methods they have not used before.

Good subject knowledge is a principal characteristic of the best teachers.

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. Discipline, rigour and hard work matter more than making lessons 'relevant' or 'fun'.

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, academic motivation, and the discovery of new interests such as art, music and drama are also important.



ONE-DAY COURSES

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.

[Find out more](#)

buckingham.ac.uk/ab-initio

Teaching Games Lessons (August)

This one-day course is aimed at teachers who are teaching or assisting in Games lessons and have little to no formal training in Physical Education. 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.

[Find out more](#)

buckingham.ac.uk/teaching-games-lessons

Secondary School Head of Department Day (June)

A one-day training course for Heads of Department at state and independent secondary schools which will consider the job description of the Head of Department, managing staff and raising standards, monitoring pupils, selecting GCSE and A level syllabuses, maximising grades, giving university admissions advice, Oxford and Cambridge admissions and resources for your department.

[Find out more](#)

buckingham.ac.uk/head-of-department-day

TEACHING ASSISTANT TO TEACHER



Premier Pathways
premierpathways.co.uk

The TA to Teacher is a two-year, school-based, salaried programme which gives trainees experience of working as a Teaching Assistant prior to gaining their PGCE with QTS. This route is delivered jointly with Premier Pathways, one of the country's leading educational organisations.

Trainees spend the first year of the programme in employment as a Teaching Assistant in a school and follow a programme of professional development.

In the second year, trainees teach between a 50-90% timetable in the school whilst undertaking the University of Buckingham's school-based PGCE with QTS.

There are four 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 assessed by both your mentor and your tutor and there are three assignments and a second school placement to complete.

Entry requirements

- Be educated to degree level
- Hold a C/4 grade or above in English and Maths GCSE (or equivalent)
- Hold a C/4 grade or above in GCSE Science or equivalent (primary trainees only)

Find out more

buckingham.ac.uk/ta-teacher

PGCE WITH QUALIFIED TEACHER STATUS (QTS) FOR PRIMARY OR SECONDARY TEACHERS

The Postgraduate Certificate in Education with Qualified Teacher Status (QTS) is the accreditation that enables teachers to teach in state-maintained and special schools in England and Wales.

This course is available to teachers who are currently employed in maintained or independent schools in England, or those who have a training placement under the School Direct Scheme but do not yet hold a teaching qualification.

Students take part in a teaching placement in a contrasting second school, usually for three weeks.

The PGCE with QTS will enable you to apply for jobs at the many schools that require teachers to have qualified teacher status.

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. There are four courses (nine days overall) to attend and these are supplemented by a weekly programme on the University's online resources.

For Primary teachers starting in 2020 the first (day-long) course is on 25 August. The other courses are on 26-28 October 2020, 15-17 February 2021 and 1-2 June 2021.

For Secondary teachers starting in 2020 the first, day-long course, is on 27 August 2020 except for PE trainees in which case it is on 25 August. The other, residential, courses are on 28-30 October 2020 (26-28 for PE), 17-19 February 2021 (15-17 for PE), 2-3 June 2021 (1-2 June for PE).

You will be assigned a University tutor who will visit once per term to assess your progress and guide your development. You will be assessed against the Teachers' Standards by both your mentor and your tutor and there are three written assignments to complete.

For trainees undertaking their first year of teaching we recommend our 1 day Ab Initio course, which takes place in late August and is in addition to the PGCE with QTS. The Ab Initio provides new teachers with a toolkit of good practice and ideas to start teaching.

Your subject specialism

Different school subjects demand different teaching methods and resources, so part of the course will be taught by a subject specialist.

Our secondary subject specialists this year include Art, Music, Design Technology, Business Studies & Economics, Biology, Chemistry, Physics, Maths, Computer Science, English, Drama, Classics, Modern Languages, Geography, History, Religious Studies, Psychology and PE.

Entry requirements

- You must be employed as a teacher in an independent or state school and be teaching your subject for a minimum of 50% of a full timetable across two consecutive key stages.
- A degree from a UK University or equivalent.
- GCSE in English Language, Maths at grade C/4 or above or equivalent.
- A Science GCSE for Primary teachers.

In addition you must:

- Pass an interview and a skills test in literacy and numeracy.
- Provide a reference from your headteacher supporting your application to undertake a PGCE.
- Obtain the commitment from your school to release you for the second school placement and to provide a suitable mentor.
- Provide a satisfactory criminal records check and show the physical and mental fitness to teach.

You may be eligible for a Student Finance England loan. For more information please visit gov.uk/funding-for-postgraduate-study.

Find out more

Primary - buckingham.ac.uk/pgce-primary

Secondary - buckingham.ac.uk/pgce-secondary

PREP PGCE WITH QUALIFIED TEACHER STATUS (QTS)

The Prep Postgraduate Certificate in Education with QTS is a formal teacher training course tailored to teachers in independent preparatory schools (to age 13) in England.

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

This 37 week school-based course consists of:

- Nine days at the University of Buckingham
- A weekly online programme to study
- Three visits from a University Tutor to guide development and assess progress
- Three written assignments
- A second school placement of at least three weeks





Entry requirements

- A degree from a UK University or equivalent.
- GCSE in English Language, Maths and Science at grade C/4 or above or equivalent.

In addition you must:

- Pass an interview and skills test in literacy and numeracy.
- Provide a reference from your headteacher supporting your application to undertake a PGCE.
- Obtain the commitment from your school to release you for the second school placement and to provide a suitable mentor.
- Provide a satisfactory criminal records check and show the physical and mental fitness to teach.

You may be eligible for a Student Finance England loan. For more information please visit gov.uk/funding-for-postgraduate-study.

Find out more

buckingham.ac.uk/prep-pgce

INDEPENDENT PGCE FOR INDEPENDENT SCHOOLS AND ACADEMIES

The Independent Postgraduate Certificate of Education has been developed in close consultation with the Headmasters' and Headmistresses' Conference (HMC). Since 2002 it has been offering teachers who have not undergone a period of formal teacher training the opportunity to participate in a structured programme of professional development.

This course is widely recognised and will qualify trainees to teach in the independent sector, schools in Scotland and many Academies in England. You will be assigned a University tutor who visits once per term to assess your progress and guide your development. You will be assessed by both your mentor and your tutor and there are three assignments to complete.

How does this differ from the PGCE with QTS?

It does not require a second school placement, there is no skills test or interview, you can have a lower teaching timetable than is needed for QTS and you do not need to be teaching across two key stages – which is a requirement of QTS.

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.
- You will be expected to have a degree from a UK University or equivalent.

In addition you must:

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

[Find out more](#)

buckingham.ac.uk/independentpgce



QUALIFIED TEACHER STATUS (QTS) CONVERSION COURSE

The QTS Conversion course is available to teachers who are currently employed in maintained or independent schools in England, and who have already completed the University of Buckingham's Independent PGCE.

This course is the accreditation that enables teachers to teach in state-maintained and special schools in England and Wales.

It 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. You will be assigned a University tutor who will visit twice during the course of the year to assess your progress against the Standards and guide your development. This course is available at both primary and secondary level.

Entry requirements

- A degree from a UK University or equivalent.
- GCSE in English Language, Maths (and Science for Primary) at grade C/4 or above or equivalent.

In addition you must:

- Pass skills tests and interview.
- Provide a reference from your headteacher supporting your application to undertake a PGCE.
- Obtain the commitment from your school to release you for the second school placement and to provide a suitable mentor.
- Provide a satisfactory criminal records check and show the physical and mental fitness to teach.

[Find out more](#)

Primary - [buckingham.ac.uk/qts-conversion-primary](https://www.buckingham.ac.uk/qts-conversion-primary)

Secondary - [buckingham.ac.uk/qts-conversion-secondary](https://www.buckingham.ac.uk/qts-conversion-secondary)



ASSESSMENT ONLY (AO) ROUTE TO QUALIFIED TEACHER STATUS (QTS)

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 (maximum 12 weeks) to gain Qualified Teacher Status for teachers with two or more years' teaching experience.

Applications are welcome from teachers, who do not hold Qualified Teacher Status, currently teaching in a school in the UK or abroad, providing they meet the necessary criteria.

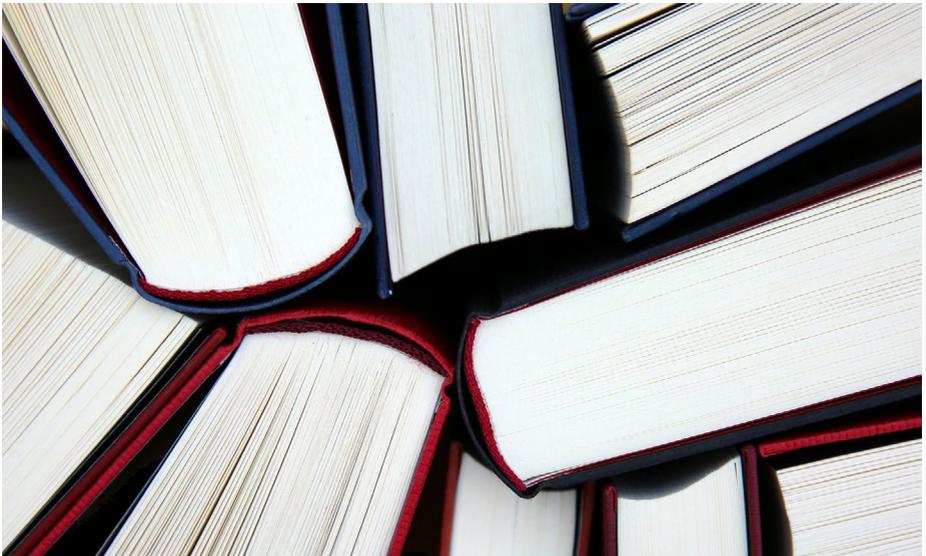
Schools may be state-maintained or independent. International schools abroad must be following the English national curriculum, or I.B.

Entry requirements

- A first degree (2:2 or above) from a UK university or equivalent.
- GCSE in English and Maths at grade C/4 or above (or equivalent) and Science if teaching 3-11 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, a minimum three-week teaching placement in another school will be required prior to the start of the course.



Find out more

Primary - buckingham.ac.uk/ao-primary

Secondary - buckingham.ac.uk/ao-secondary

NATIONAL AWARD FOR SPECIAL EDUCATIONAL NEEDS CO-ORDINATION (NASENCO)

What does the SENCO course intend to do?

- SENCO accreditation provides both aspiring and trainee SENCOs with a clear pathway towards developing critical, reflective and effective practice.
- SENCOs explore how to use the SEN Code of Practice effectively to ensure meeting all needs of the children in your setting/school.
- With reference to relevant research and government initiatives, the course draws on effective practice in the teaching and learning of SEND.

The 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.

This is a Master's level course with 60 credits at level 7. Students who successfully complete 60 Level 7 credits achieve a PGCert in Supporting SEND Through Inclusive Practice and may carry 60 credits towards future study at Master's level.



The course requires attendance at four training days at the University of Buckingham and covers the following topics:

- Introduction to the NASENCO Course: Developing Context for Inclusive Education – SENCOs will demonstrate their professional knowledge and understanding in the legislative context for SEND and the application of theoretical concepts that underpin effective leadership and practice.
- The SENCO as an Inclusive Leader: Reflective Writing and Action Research – SENCOs will demonstrate understanding of the expertise and capabilities needed to lead and coordinate provision effectively.
- The Critical Professional SENCO: Life & Career of a SENCO – SENCOs will reflect on the personal and professional qualities needed to make a positive impact on the ethos and culture in schools and other settings.



Find out more

buckingham.ac.uk/nasenco

MASTERS IN EDUCATION (MA)

This one-year 120 credit 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?

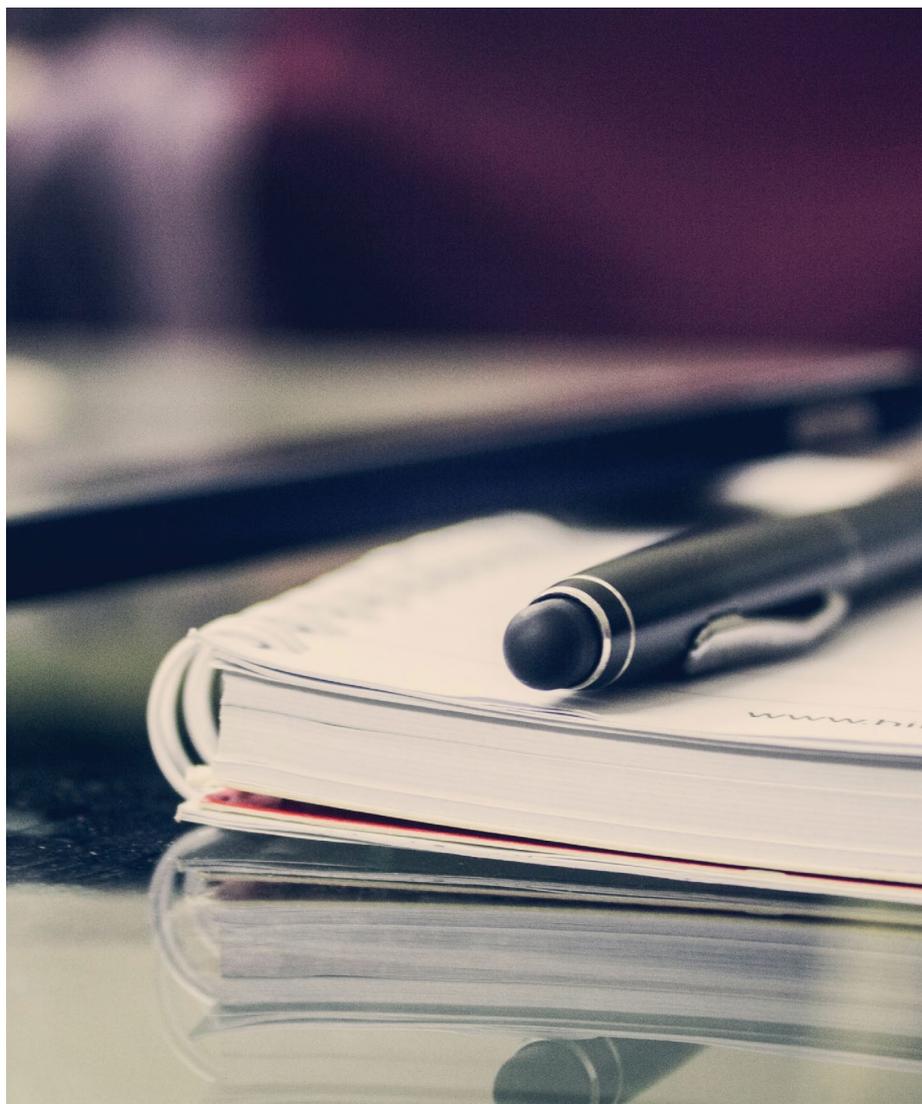
Professionals do not stop learning at any stage in their working lives. Doctors and lawyers, for example, have to have regular refresher courses. In the same way teachers need a framework like an MA within which to learn about recent research in education and be prompted to consider whether they could be even better at what they do.

Not only will you learn about recent educational research and the ethics of it, but you will also learn how to conduct research yourself.

It is also possible to take a 180 credit MA in Education course with an additional focus on evidence-based practice. This course mirrors the MA course above with the key difference of an additional module called: 'An Overview of Evidence-Based Practice in Education'. This course is eligible for student funding.

Entry requirements

A degree from a UK University or equivalent.



Find out more

buckingham.ac.uk/ma-education



MASTERS IN RESIDENTIAL EDUCATION (MA)

bsa | BOARDING
SCHOOLS'
ASSOCIATION

The MA in Residential Education is a one year, part-time course for those working in or with an interest in boarding schools. It is offered in partnership with the Boarding Schools' Association. This course allows those with experience in boarding, who are keen to research, to write about a topic of interest to them.

The reading 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, or 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 7000 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.



Find out more

buckingham.ac.uk/ma-residential-education

MASTERS IN EDUCATIONAL LEADERSHIP AND MANAGEMENT (MED)

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.

Our intention is that, at all times, the work should be directly relevant to your interests and professional challenges. The course draws from best existing practice in the independent and state sectors, yet the leadership models on the course are not confined to the world of education but draw upon relevant research from wider leadership discussions, for example, in business.

Course content

There are four residential stays which students attend and these will be followed by an online discussion as well as an essay. Each student will be assigned a supervisor who will support them through the assignments and with the final dissertation. The course covers the following topics:

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 what 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 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 ways in which the educational landscape has changed over the last 50 years. This module looks at the different ways in which leaders can bring change about in their institutions. An understanding of these processes includes practical applications to

modern leadership challenges, for example with regard to finance and funding concerns.

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.

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.

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.

You may be eligible for a Student Finance England loan. For more information please visit gov.uk/funding-for-postgraduate-study.

Find out more

buckingham.ac.uk/educational-leadership

ONLINE PART-TIME MASTERS IN TEACHING AND LEARNING (MA)

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 our approval processes it is anticipated that this course will consist of modules listed below. Module 1 will be available in the academic year 2019-2020 (now) and takes a year to complete. Other modules will take less time and it is hoped these will begin in September 2020.

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

Module 1:

Assessment in schools with Rob Coe, Stuart Kime, and Evidence Based Education (30 credits). This course has been written with Professor Robert Coe and Prof Stuart Kime, two of the foremost experts in educational assessment in the world, and is run by Evidence Based Education in England. It has four units: Understanding Assessment, Designing Assessment, Analysing Assessment, and Leading Assessment. The course is delivered by means of an online platform and is supported by peer collaboration and an online community. It is assessed by means of multiple-choice questions, a reflective journal and a critical essay.

Registration for Module 1 can be done with EBE here:
evidencebased.education/assessment-lead-programme

Possibly available from September 2020 subject to university agreement

Module 2:

Research Methodology and a Dissertation with the University of Buckingham (60 credits)

Optional modules: under construction – expected to be available from September 2020

- 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 a writing intensive classroom with Doug Lemov (30 credits)

Entry requirements

A university degree

Working in a school

What do you have to do? This degree works using a cumulative credit system. You can pick and choose the modules that suit you, alongside Module 2 which is compulsory. Modules are worth either 30 or 60 credits. You need to achieve 180 credits in total to gain your Master's degree.

You may already have qualifications that carry credit value:

Level 6 UK PGCE is worth 30 credits

Level 7 UK PGCE is worth 60 credits

If you already have 30 credits you need only do three of the above 30-credit modules, plus module 2 which is compulsory. If you already have 60 credits you need only do two of the above 30-credit modules, plus module 2.

Candidates who only gain 120 credits may be awarded a Postgraduate Diploma in Professional Studies in Education.

Find out more

buckingham.ac.uk/teaching-learning



DOCTOR OF EDUCATION BY PROFESSIONAL RECORD: EdD

Our Doctoral Programme in Education by Professional Record promotes and endorses the highest level of knowledge, skills and experiences of leaders in schools and education in the belief that this recognition will impact significantly on practice.

The EdD is unique in that it:

- Can be completed in three years of part-time study
- Involves itself in the professional practice of school leaders and accredits a record of evidence rather than a traditional thesis
- Has a highly competitive course fee

1. **The Professional Record**
A Personal Narrative detailing a candidate's professional development and progression, culminating in the choice (with rationale) of a topic of study from work experiences. A career reflection, detailing areas for further development, is also undertaken.
2. A Literature Review examining the specialist topic area in the context of existing information, with reflection and discussion regarding strengths and weaknesses of arguments made.
3. **The Presentation of Evidence** including:
 - Qualifications (CV)
 - Professional development activities
 - Mobility (national/international links)
 - Partnerships (working with others)



Find out more

[buckingham.ac.uk/ed-d-education](https://www.buckingham.ac.uk/ed-d-education)

WHAT NEXT?



Contact us:
education@buckingham.ac.uk
01280 820222



THE UNIVERSITY OF
BUCKINGHAM



Hunter Street, Buckingham MK18 1EG, United Kingdom