



THE UNIVERSITY OF
BUCKINGHAM

FACULTY
OF
Education

AUGUST 2021 - JULY 2022

University of Buckingham

Teacher 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 1,300 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.

buckingham.ac.uk/study-education

All information contained in this brochure is correct at the time of printing (January 2021); always check the website to ensure you have the very latest course details.



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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

buckingham.ac.uk/study-education



“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, 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.
- 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.



- 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

- Teaching assistant to teacher course



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
- Postgraduate Diploma in Pastoral Leadership
- MA in Inclusive 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 (Sports Leadership)



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

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

buckingham.ac.uk/study-education

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.



**THIS PROGRAMME
IS DELIVERED WITH
PREMIER PATHWAYS,
ONE OF THE COUNTRY'S
LEADING EDUCATIONAL
ORGANISATIONS.**

Teaching Assistant to Teacher (PGCE)



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 or online courses (nine days overall) to attend and these are supplemented by a weekly programme using 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

- Candidates will have a degree from a UK University (2.2 or above) or equivalent
- 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)

buckingham.ac.uk/ta-teacher

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.

buckingham.ac.uk/study-education



“

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

Sam
PGCE

PGCE with Qualified Teacher Status

This is our most popular course. 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. Trainees also teach 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 in your school 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 online programme.

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 our Curriculum and will demonstrate that you meet the Teachers' Standards. There are three written assignments to complete during the course.

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, Food and Nutrition, 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
- Candidates will have a degree from a UK University (2.2 or above) 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
- 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.

buckingham.ac.uk/pgce-primary

buckingham.ac.uk/pgce-secondary

Prep PGCE with Qualified Teacher Status

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

COURSE CONTENT

The Prep PGCE is a 37-week school-based course during which time you will work under the guidance of a mentor in your school 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 online programme.

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 our curriculum and will demonstrate that you meet the Teachers' Standards.

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

- You must be employed as a teacher in a preparatory independent school and be teaching English, maths and science at key stage



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

two, and a chosen subject at key stage three, for a minimum of 50% of a full timetable

- Candidates will have a degree from a UK University (2.2 or above) or equivalent
- GCSE in English Language, Maths and Science at grade C/4 or above or equivalent

In addition you must:

- Pass an 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

You may be eligible for a Student Finance England loan. For more information please visit [gov.uk/funding-for-postgraduate-study](https://www.gov.uk/funding-for-postgraduate-study).

[buckingham.ac.uk/prep-pgce](https://www.buckingham.ac.uk/prep-pgce)



Independent PGCE

for independent schools and academies

The Independent Postgraduate Certificate of Education was developed 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.

COURSE CONTENT

The PGCE is a 37-week school-based course during which time you will work under the guidance of a mentor in your school 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 online programme.

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 our Curriculum and will demonstrate that you meet the Teachers' Standards. There are three written assignments to complete during the course.

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
- Candidates will have a degree from a UK University (2.2 or above) 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

buckingham.ac.uk/independent-pgce

Postgraduate Teacher apprenticeship

Postgraduate Teaching apprenticeship programmes are a nationally recognised, work-based route into teaching. It is an alternative to a traditional full-time university course, offering a postgraduate-level qualification, no tuition fees, and the opportunity to earn while you learn. The National College will find you a job if you don't have one, which could be anywhere in England.

This is a 14-month school-based course during which time you will work under the guidance of a mentor in your school, a University tutor and Apprenticeship assessor. You will receive weekly tutorials in school to review your progress and to set targets, termly visits from your University of Buckingham tutor to assess progress and guide your development, as well as regular meetings and reviews with them via an online platform.

It 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. You will be assessed against the Teachers' Standards by your mentor, tutor and assessor and there are three written assignments to complete for the PGCE component.

Successful completion of the PGCE component leads to the award of a PGCE with recommendation of QTS. Achievement of QTS will be a mandatory requirement for apprentices to proceed through the gateway to the end point assessment. This comprises 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 (successfully completing the PGCE and QTS and meeting all other eligibility criteria) as determined by the employer.

ENTRY REQUIREMENTS

- A degree, GCSE in English Language, Maths at grade C/4 or above or equivalent, GCSE Science for Primary trainees, selection by participating school and teaching post in that school
- You must be teaching your subject for a minimum of 50% of a full timetable across two consecutive key stages

In addition, you must:

- Attend an interview
- Obtain the commitment from your school to release you for the second school placement and to provide a suitable mentor
- Provide a satisfactory criminal record check and show the physical and mental fitness to teach

FEES

£9,000 which can be paid from the school's Apprenticeship Levy.

HOW TO APPLY

To register your interest, please email info@nationaleducation.college

The course starts in May; register by 1st March.

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.

buckingham.ac.uk/study-education



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

Patrick
PGCE



Qualified Teacher Status *conversion course*

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

It is a 15-week course across the 37-weeks of the school year. The course is school based during which time you will work under the guidance of a mentor and receive 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 Teachers' Standards and guide your development. This course is available at both primary and secondary level.

ENTRY REQUIREMENTS

- Candidates will have a degree from a UK University (2.2 or above) or equivalent
- GCSE in English Language, Maths (and Science for Primary) at grade C/4 or above or equivalent
- Have completed a University of Buckingham Independent PGCE

In addition you must:

- Pass an interview
- Provide a reference from your headteacher supporting your application to undertake a QTS Conversion
- 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

THE QTS COURSE
ENABLES TEACHERS
TO TEACH IN STATE-
MAINTAINED AND
SPECIAL SCHOOLS IN
ENGLAND AND WALES.

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

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



**ASSESSMENT ONLY
CANDIDATES MAY APPLY
FOR A SEPTEMBER OR
JANUARY START DATE
ALTHOUGH START DATES
FOR THE ASSESSMENT
PERIOD ITSELF ARE
FLEXIBLE.**

Assessment only route to Qualified Teacher Status

The Assessment Only is a fast-track route (with a 12-week assessment period) to gain QTS. It is aimed at teachers with two or more years' teaching experience or those who have completed the International or Independent PGCE, and who require no further training in order to demonstrate that they are meeting all Teachers' Standards. You will be assessed on two visits and will be expected to provide evidence that you have met the Teachers' Standards.

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

- Candidates will have a degree from a UK University (2.2 or above) 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.

PARTNERS

We have a variety of partners that we work with at the Faculty of Education including: National Mathematics and Physics SCITT; Council of British International Schools (COBIS); The Anglo Institute of Education; Beds SCITT; Chiltern Learning Trust; Oceanova; Premier Pathways; Parents and Teachers for Excellence; Inclusion Expert; Equalitas; STEP Academies; Buckingham International School of Education, Beijing; Dukes Education; Shire Foundation; National College of Education; Boarding Schools Association (BSA) and more.

buckingham.ac.uk/study-education





STUDENTS WHO
SUCCESSFULLY COMPLETE
60 LEVEL 7 CREDITS
ACHIEVE A PG CERT
IN 'SUPPORTING SEND
THROUGH INCLUSIVE
PRACTICE' AND MAY
CARRY 60 CREDITS
TOWARDS FUTURE STUDY
AT MASTER'S LEVEL.

100% online National Award for Special Educational Needs Co-ordination

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 or school. With reference to relevant research and Government initiatives, the course draws on effective practice in the teaching and learning of children.

The course is online and covers the following topics:

- **Introduction to the NASENCO course: Developing Context for Inclusive Education** – demonstrate 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** – demonstrate understanding of the expertise and capabilities needed to lead and coordinate provision effectively.
- **The Critical Professional SENCO: Life & Career of a SENCO** – reflect on the personal and professional qualities needed to make a positive impact on the ethos and culture in schools and other settings.

ENTRY REQUIREMENTS

- Candidates will have a degree from a UK University (2.2 or above) or equivalent

buckingham.ac.uk/nasenco



Postgraduate Diploma in Pastoral Leadership

This online programme will enable pastoral leaders to train in and research outstanding practice in support of the most vulnerable and challenging students.

The programme aims to enable teachers to develop expertise in pastoral leadership 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 implications for their own educational setting.

This programme comprises of four 30 credit modules at Level 7 that form the Postgraduate Diploma in Pastoral Leadership along with one 60 credit Dissertation module.

The Postgraduate Diploma is delivered by Inclusion Expert and supervised by the University of Buckingham, whereas the Dissertation module is delivered and assessed by the University of Buckingham. On successful completion of the programme students will be awarded an MA in Inclusive Leadership from the University of Buckingham.

COST

You will pay for the PGDip in year one and the MA at the start of year two.

- PGDip: £1900 plus a registration fee of £50
- MA: £2000 plus a registration fee of £275

Payment by instalments available in both cases.

buckingham.ac.uk/pastoral-leadership



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

Postgraduate Diploma in *Mentoring*

This online programme is a distance learning course, which comprises four 30 credit modules at Level 7 that will include covering all aspects of the Mentor Standards (DfE National Standards for school-based mentors, 2016).

Examining these standards enables participants to be able to respond to demands from Ofsted regarding the quality of mentoring.

From September 2021, all schools will need to apply the Early Careers' Framework process to their Newly Qualified Teachers, and mentoring is an essential part of this.

Looking at the Mentor Standards will be combined with rigorous academic study at Master's level, evaluating and critiquing a range of academic research relating to mentoring and relating to leadership skills and behaviours, integrating research with practice throughout.

Students will be able to critically analyse, engage in and reflect on mentoring and evaluate the implications for their own educational setting. They will be expected to develop their ability to explore what it means to be a critically reflective practitioner in their work as a mentor.

ENTRY REQUIREMENTS

- A degree
- To be working as a mentor in an educational context

buckingham.ac.uk/mentoring

100% online

Master's in Education (Teaching and Learning)

An innovative and exciting new course led by world-famous experts in various fields of education.

COURSE CONTENT

Module 1 - 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 2 - 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 3 - Evaluating education policy with Professor Becky Allen (30 credits): Running an effective education system is complex, but researchers have already learnt a great deal about which policies are likely to work well. 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 4 - 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 historically understand these processes. This module has been written and designed by Tom Bennett, the UK Department for Education's behaviour advisor for schools.

Module 5 - Leading Teacher Development (30 credits): The 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 6 - 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 7 - Building a writing intensive classroom (30 credits): This module is developed in conjunction with highly regarded educator and author Doug Lemov. 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 8 - Research Methodology and Dissertation (60 credits): This module is compulsory for all Master's students. Through completing this module students gain knowledge of the research process itself and be able to evaluate other research projects in a specific field. Secondly students carry out their own small-scale research project with guidance from their supervisor.

ENTRY REQUIREMENTS

- have a degree from a UK University (2.2 or above) or equivalent
- be working in a school

TEACHING AND ASSESSMENT

This degree works using a cumulative credit system. You can pick and choose the modules that suit you, alongside Module 8. You need to achieve 180 credits 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

This course is paid for on a modular basis. Each 30 credit module costs £1,000, the 60 credit module is £2,000.

Applicants must also pay a non-refundable £275 registration fee.

buckingham.ac.uk/ma-education



100% online Master's in Education

Our most popular Master's course, this is a one-year 120 credit top up Master's, 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 CHOOSE 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 which is eligible for a student loan. 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 is eligible for student funding - see our website.

ENTRY REQUIREMENTS

- Candidates will have a degree from a UK University (2.2 or above) or equivalent

buckingham.ac.uk/education/ma/education

buckingham.ac.uk/ma-in-education-evidence-based-practice



100% online

Master's in Residential Education

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

- Candidates will have a degree from a UK University (2.2 or above) or equivalent
- 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 with the Faculty of Education team

buckingham.ac.uk/ma-residential-education

Online Master's in Educational Leadership Management

This Master's programme is an 18-month online 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

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 about change 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 under performance 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

- Have a degree from a UK University (2.2 or above) or equivalent
- 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.

buckingham.ac.uk/educational-leadership

100% online

MA 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) from September 2021.

There are approximately 1000 Directors of Sport in UK independent schools, and a similar number in UK curriculum schools overseas. These positions have changed significantly in their structure, operation and success criteria over the last 10 years. The traditional entry route, via PE teaching, does not provide an adequate preparation for the demands of this role. There is currently no specific qualification that either prepares candidates for this role, provides a suitability indicator for employers or improves the performance of incumbents. This programme addresses this.

PADSIS is endorsed by ISC, HMC, GSA, IAPS and ISA, which is all of the major independent schools' heads' associations in the UK.

For those working in international schools, an MA qualification is often required for appointment to SMT roles and in some countries higher qualifications such as Master's degrees are required for their general teaching body.

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.

- Module 1: The Historical Context of Sport and Physical Activity in Schools (25 Credits)
- Module 2: Contemporary Issues in School Sport and Exercise (25 credits)
- Module 3: Leadership and Management in School Sport (30 Credits)
- Module 4: Building a Positive Culture of Sport and Physical Activity (40 credits)
- Module 5: Education Research Dissertation (60 credits)

ASSESSMENTS

- A 5000-7000 word written assignment at the end of each module.
- The final dissertation will be 12,000 – 15,000 words.

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 will also encourage 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.

FEE

The course will cost **£5,000** for the two years plus a £275 registration fee.

HOW TO APPLY

This course is subject to final University approval; it will open for applications in early summer 2021.

You can register your interest now by emailing the Faculty of Education at education@buckingham.ac.uk.

EdD: Doctor of Education

Our Doctoral Programme in Education promotes and endorses the highest level of knowledge, skills and experiences of leaders in schools and education.

Doing a doctorate is likely to be one of the most intellectually challenging experiences of your professional career. 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. They will contribute to wider debate on education and perhaps most importantly reflect on the implication of their study for educators and learners.

An EdD is a practitioner or professional doctorate. The EdD is academically at the same level as a PhD, however, the emphasis of this doctorate is on professional practice.

The EdD is normally completed in three to six years, has a highly competitive course fee and has a choice of two routes:

- By portfolio, which allows candidates to include a range of evidence to support their overarching topic
- By thesis

The Doctorate should demonstrate 5 essential characteristics:

- Innovative or creative thought applied to the work of an educational institution/workplace;
- Awareness of the wider national (where appropriate, international) context of issues covered;
- Evaluation of the effect of progression on practice in the target institution(s) and the community;



- Understanding of broader educational issues (for example, political, economic & social) that precede choice of the study theme/topic
- A personal professional record of professional growth achieved through the programme itself

Doctoral degrees are awarded to students who have demonstrated:

- The creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication
- A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice
- The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems
- A detailed understanding of applicable techniques for research and advanced academic enquiry.

The cost is £5,000 a year for three years (£8,086 for students abroad).

buckingham.ac.uk/ed-d-education

CONTACT US

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