

DEPARTMENT OF EDUCATION

Head of Department and Dean of Education: Mr Peter Ireland, MA (Oxon), MEd (Sheffield)

Postgraduate Certificate in Education

The University of Buckingham PGCE has been devised in conjunction with the Headmasters' and Headmistresses' Conference (HMC). The aim of this year-long course is to build on the initial teacher training which already takes place within HMC schools, and to combine this with academic input at the University so as to produce formal qualification.

The Buckingham PGCE is largely school based, and is mainly for new teachers in their first posts. Those on it, normally graduates, are recommended for the course by the schools in which they are employed. The schools undertake to mentor their trainees within the school, according to the criteria laid down within the course. Once a term a subject-specific tutor from Buckingham visits the student in his or her school, and the Buckingham tutor and the school mentor assess the student's teaching competence jointly.

During each of the three terms of the course, students come to Buckingham for a three-day residential meeting. At these meetings, they are introduced to topics in educational philosophy and practice, and also to significant issues within the various subjects, which they are teaching. At these meetings the students are taught by leading figures from the academic and educational worlds, as well as by members of the Buckingham Department of Education. Students complete a written assignment following each of these meetings, three in all.

For the award of the Buckingham PGCE, students have to pass in both elements of the course.

Since 2005 the Buckingham PGCE course is offered in two versions, an Independent version, in which teachers from any subject or age range will be considered, but which does not carry the award of the Government's Qualified Teacher Status (QTS), and a PGCE with QTS. We are thus able to cater for teachers in both independent and state sectors, and also for those in the independent sector who may wish to have the opportunity to transfer to the maintained sector at a later stage in their careers. We intend to develop both formats further in future years.

MEd IN EDUCATIONAL LEADERSHIP

September entry - Full-time

Term			
1 Autumn	Leadership in Action [7] (80 units) (Self-assessment & visit and assessment from course tutor.)	Leadership Theory [7] (40 units) (This will form the topic for the Autumn residential.)	Effective Deployment of Resources [7] (10 units) (To be started, and continued throughout first year of course.)
Winter			
2 Spring	Managing People [7] (25 units) (This will form the topic for the Spring residential.)		
3 Summer	Teachers and Learning [7] (25 units) (This will form the topic for the first Summer residential.)		
4 Autumn	Leadership in Action Project [7] to be worked on.		
Winter			
5 Spring	Leadership in Action Project [7] to be completed and submitted.	Final self-assessment to be completed.	

MEd in Educational Leadership

1. The MEd in Educational Leadership is an 18 month programme, based both in the student's own school and at Buckingham, which starts in September each year.
2. Programme component courses. Students are required to complete 180 units of study: 80 units on Leadership in Action Project, 40 on Leadership Theory Unit, 25 each on Managing People and Teaching and Learning Units and 10 on Effective Deployment of Resources Unit.
3. Leadership in Action Project (Research Report and Self-Assessment together) to consist of c12,000 words in total. The topic is to be agreed and directed by the Buckingham tutor.
4. Assessment. Candidates will be assessed on each piece of course work and notified of their results as soon as possible after submission. Final results will be discussed and ratified by the Board of Examiners, which will meet in the May following the end of the course.
5. Course Assessment Timetable. Essay for Leadership Theory Unit (5,000 words) to be submitted by March 1st of the first Spring Term. Essay for Leadership of Teachers and Teaching (units on Managing People and Teaching and Learning taken jointly – 7,000 words) to be submitted by August 1st of the second Autumn term. Leadership in Action Project to be submitted by March 1st of second Spring Term.
6. Pass Grading. Students will be expected to complete all components of the course, with an overall pass mark of 60%. The overall mark will be determined as follows (out of 100%): Leadership in Action Project: 40%; Leadership Theory: 20%; Leadership of Teachers and Teaching: 30%; Contributions to residentials, including team working: 10%. A candidate who achieves the required mark will be awarded the MEd in Educational Leadership. Candidates who fail to achieve the pass mark, but who achieve an overall average of 40% or over will be awarded a Diploma in Educational Leadership. Those who achieve an average mark of 75% or over will be awarded the Master of Educational Leadership with Distinction.