



THE UNIVERSITY OF  
BUCKINGHAM

FACULTY  
OF  
Education

# University of Buckingham

## Teacher Training

**The University of Buckingham Faculty 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 Faculty is run by Professor Barnaby Lenon, the Dean of Education, who taught for 12 years at Eton and was headmaster 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 eight courses that are especially suitable for teachers working outside the UK, all of which are now available 100% online.

[buckingham.ac.uk/study-education](https://buckingham.ac.uk/study-education)



# Teachers' standards in England

These standards set the minimum requirements for teachers' practice and conduct. A teacher must:



**SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS**



**PROMOTE GOOD PROGRESS OUTCOMES BY PUPIL**

**MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT**



**HAVE PROPER AND PROFESSIONAL REGARD FOR THE ETHOS, POLICIES AND PRACTICES OF THE SCHOOL**

**MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT**



**HAVE AN UNDERSTANDING OF, AND ALWAYS ACT WITHIN, THEIR PROFESSIONAL DUTIES AND RESPONSIBILITIES**



**PLAN AND TEACH WELL-STRUCTURED LESSONS**



**MAKE A POSITIVE CONTRIBUTION TO THE WIDER LIFE AND ETHOS OF THE SCHOOL**



**DEMONSTRATE HIGH STANDARDS OF PERSONAL AND PROFESSIONAL CONDUCT**

**DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE**



**ADAPT TEACHING TO RESPOND TO STRENGTHS AND NEEDS OF ALL PUPILS**



To read the full teachers' standards, visit the [UK Government website](#).



OUR  
COURSES



# 100% online

## International Postgraduate Certificate of Education (PGCE)

Specifically designed for those working in international schools, the International Postgraduate Certificate of Education offers teachers based in schools outside the UK, who have not undergone a period of formal training, the opportunity to participate in a structured programme of professional development. It is the leading course of its kind available in the UK.

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

If a teacher wishes to teach in a state school in England, they also need what is called Qualified Teacher Status (QTS). For a teacher who has been teaching for two or more years, it is possible (if compliance is met) to do the Assessment Only Qualified Teacher Status assessment (page 12). A trainee may begin the AO QTS process in the term following the one-year international PGCE.

Different school subjects demand different teaching methods and resources, so part of the course will be taught by a subject specialist. Our subject specialists this year include: Art, Music, Design Technology,

Food Technology, Business Studies and Economics, Biology, Chemistry, Physics, Maths, Computer Science, English, Drama, Classics, Modern Languages, Geography, History, Religious Studies, Psychology, and Physical Education.

Because this course is for overseas students there will be some content specifically about working in international schools.

### COURSE DELIVERY

This course is 100% online. If you would prefer to come to the UK to attend residential study days in Buckingham and have a tutor come to your school, you should opt for the **Independent PGCE** instead.

The course is delivered in a variety of ways:

- Approximately 30 online talks with experienced practitioners about aspects of international, some recorded and some live. All talks will be recorded and available to be watched at any time.
- The University of Buckingham will be in touch with you every week in UK school term time.
- You will have access to reading materials and be guided in the preparation of your essays.
- You will agree targets with your mentor each week and show evidence that you have met these targets.
- You will regularly discuss your progress with your University of Buckingham tutor.

If you would like a University of Buckingham lecturer to visit your school for additional training and mentoring, and you can assemble ten or more trainees on this course in one place, this is possible for an additional fee. Contact us for details.

### ASSESSMENT

Trainees are assessed in a number of ways:

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



SUITABLE FOR  
TEACHERS IN BOTH  
PRIMARY AND  
SECONDARY SCHOOLS.

## ENTRY REQUIREMENTS

- You must be employed as a teacher in an international independent school abroad that must be following the National Curriculum in England or the International Baccalaureate (IB) and be in sole charge of a full size class for a minimum of 10 hours a week.
- A degree from a UK university or equivalent.

In addition, you must:

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

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

## HOW TO APPLY

Full details about the application process can be found on the [course page](#), or contact the Faculty of Education via email on [education@buckingham.ac.uk](mailto:education@buckingham.ac.uk) or by calling +44 (0)1280 820222.

## FEES FOR SEPTEMBER 2021

The fees for this course are **£4,000** plus a £275 registration fee.

Fees can be paid in termly instalments or in one lump sum. Termly instalments can be arranged directly with the Finance department upon receipt of the invoice. Applicants must also pay a non-refundable **£275** registration fee.

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.

APPLY NOW

# Assessment Only Route to Qualified Teacher Status

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-maintained or independent. International schools abroad must be following the National Curriculum in England or the International Baccalaureate (IB) programme.

## ENTRY REQUIREMENTS

- 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 (see page 4).
- 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

The tuition fee for this course is **£3,024**. 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**

# 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 and a PGCE.

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.

### MODULES

There are four main modules -

- Module one: Transformative practice (30 credits)

- Module two: Research of literature on contemporary issues in education (30 credits)
- Module three: Principles of educational research - research methods and project design (30 credits)
- Module four: Educational research in practice - master's dissertation research project (60 credits)

### COURSE CONTENT

The course will cover conducting a literature review, academic writing of a literature review, critical evaluation, research methods, project/dissertation planning and design, and ethics in educational research.

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

If you would like a University of Buckingham lecturer to visit your school for additional training and support, and you can assemble ten or more trainees in one place, this is possible for an additional fee. Contact us for details.

### FEES

The tuition fee for this course is **£3,150**, plus a non-refundable registration fee of **£275**.

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.

APPLY NOW



# 100% 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.

### COURSE CONTENT

**Module one: The leadership landscape - role, responsibilities and relationships.** This module sets the MEd in the broader context of the range of theory that currently exists relating to Educational Leadership and Management. We will consider how this is reflected in different forms of leadership within schools. We will look at 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 two: Leadership in action - making changes.** This module introduces the concept of change management and its place within educational leadership. This is linked to the challenges facing schools today and ways in which the educational landscape has changed over the last 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 three: 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 four: Researching leadership and management.** The focus of this module is the development of the research project in relation to each student's educational context. This looks at research topics such as finding your critical voice, exploring research paradigms and methodologies, how data can be analysed and confidence in relation to ethics and validity.

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

### ENTRY REQUIREMENTS

We are looking for experienced graduate teachers who are either currently aspiring to leadership or already in leadership roles.

### FEES

The tuition fee for this course is **£5,040** plus a non-refundable registration fee of **£275**.

**APPLY NOW**

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

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

**Module three: Evaluating education policy with Professor Becky Allen (30 credits).** 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 four: Classroom behaviour management with Tom Bennett (30 credits).** This module explores student behaviour, how it intersects with learning, and investigates the competing models of managing this behaviour that have been used historically to understand these processes. This module has been written and designed by Tom Bennett, the UK Department for Education's behaviour advisor for schools.

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

**Module seven: Building a writing intensive classroom (30 credits).** 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 eight: 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 will 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 eight (which is compulsory). 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.

APPLY NOW



*100% online*

## Master's in Residential Education

Created for international professionals, our Master's in Residential Education is exactly the same as the MA in Education 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 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 seven from Buckingham or another university.
- Candidates with a degree, but no PGCE will be asked to produce a portfolio of evidence of their work of up to 7,000 words (further advice will be given).

### FEES

**£3,150** plus a non-refundable registration fee of **£275**.

**APPLY NOW**



# 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 knowledge and understanding in the legislative context for SEND and the 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 and career of a SENCO** – reflect on the personal and professional qualities needed to make a positive impact in schools and other settings.

### ENTRY REQUIREMENTS

- be employed as a SENCO or have aspirations to become a SENCO in a school
- have the full support of their school's headteacher
- hold Qualified Teacher Status
- have completed the Newly Qualified Teacher year
- be educated to degree level



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

### FEES

The tuition fee for this course is **£2,520** plus a non-refundable registration fee of **£275**.

**APPLY NOW**





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

# 100% online Postgraduate Diploma in Mentoring

A mentor is someone who takes on the role of developing, encouraging, challenging the learning of another person with the goal of developing potential. In schools this can often be an experienced teacher who guides new teachers early on in their career.

This online programme is a distance learning course, which comprises four 30 credit modules at level seven that will include covering all aspects of the mentor standards as defined by the Government in England.

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

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

## FEES

The tuition fee for this course is **£2,725**, plus a non-refundable **£275** registration fee.

[APPLY NOW](#)

# CONTACT US

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Phone: **01280 820222**



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