



PhD in Education

<https://www.ubu.es/doctorate-school>

<https://www.ubu.es/doctorado-en-educacion>

Doctorate School (Administration and Services Building. First Floor, 1 Don Juan de Austria Street, Burgos)

PRESENTATION

The Doctoral Programme in Education at the Universidad de Burgos trains researchers through targeted activities that develop competencies for high-quality scientific research, in line with European/international recommendations, Spanish legislation, and Acsucyl accreditation guidelines. It builds on established research lines from the university's academic staff to advance doctoral students' formative aspects in education.

QUALITY MENTION

Originating from the prior programme "Education: Historical, Political, Curricular, and Management Perspectives," it received the Quality Mention (Reference: MCD 2006-0049) from the State Secretariat for Universities and Research on 19 September 2007, valid 2007/2008–2009/2010. This recognises a decade of excellent doctoral training and supports the programme's reliability for producing top researchers. It also secured two years of special Ministry of Education funding for student/staff mobility (€26,028 annually; resolution 27 December 2006, BOE 12 January 2007).

OBJECTIVES

The Doctoral Programme in Education at the Universidad de Burgos trains researchers through activities developing competencies for high-quality scientific research, following European/international recommendations, Spanish legislation, and Acsucyl guidelines. It advances doctoral students' formation via consolidated research areas from participating academic staff, integrated within the UBU Doctoral School to promote knowledge generation, multidisciplinary, internationalisation, mobility, and excellence.

The programme fosters research attitudes in education's scientific/technical fields, covering educational policy/legislation, curricular decisions, social pedagogy, socio-educational inclusion, disability/vulnerable groups, psychological diagnosis/intervention, personality assessment/treatment, and educational social psychology—addressing both basic and applied research. It introduces epistemological issues, quantitative/qualitative methods, and categorical frameworks from historical, political, curricular, and social education perspectives, contributing interdisciplinary reflection on their construction, epistemological soundness, methodological proposals, and intervention/innovation potential.

Key issues include: education's structural constitution (community/institutions, elements, relationships, functions); process dynamics (formal/informal systems, determining factors, regularities); and societal ordering (actor behaviours, political structures, reality-model coherence). Additional areas cover citizen participation/socialisation, community/non-formal education, disadvantaged groups (inequality compensation), evidence-based pedagogical decision-making (policy/management/planning), Spanish education applications (history/comparative education), global contexts with external influences, original sources, and psychological/psychosocial interventions (open to psychology/occupational therapy/sports sciences graduates).

Research organises into four interrelated areas:

- 1) Educational policy, lifelong learning, inclusion, local development, vocational training, employment;
- 2) Quantitative/qualitative methodological tools for educational diagnoses;
- 3) Didactic/organisational aspects aligned with social reality (teacher training, guidance, school climate, planning/innovation, leadership);
- 4) Interdisciplinary topics on disability, adaptive skills, violence, xenophobia, active ageing, social mental health—with proven thesis supervision and indexed publications.

These areas interact epistemologically/methodologically, enabling students to specialise while benefiting from multidisciplinary synergies for complex social/educational challenges.



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RESEARCH LINES

The Doctoral Programme in Education's research areas cover:

1. Educational policy, lifelong learning, inclusion, local development, vocational training, and employment;
2. Quantitative/qualitative methodological tools for rigorous educational diagnostics;
3. Didactic/organisational aspects aligned with social reality—teacher training, guidance/tutoring, school climate/culture, planning/innovation, leadership;
4. Interdisciplinary approaches to disability, adaptive skills, violent behaviour, xenophobia, active ageing, entrepreneurship, and social mental health, with proven research promotion, thesis supervision, and publications in national/international indexed journals.

Detailed research areas by group are in the attached file [Research Groups and Areas of Research – Doctoral Programme in Education](#)

Academic staff for tutoring/thesis supervision listed at <https://www.ubu.es/doctorado-en-educacion/recursos-humanos-y-materiales/profesorado>

SPECIFIC RESEARCH TRAINING SUPPLEMENTS

Specific research training supplements are mandatory for students admitted to the Doctoral Programme who **have not completed** the University Master's in Education and Inclusive Societies (or equivalent per admission criteria), specifically those holding a Bachelor's degree of at least 300 ECTS credits without research credits in their curriculum and lacking any other postgraduate training equivalent in research value to Master's research credits.

These supplements are fully integrated into the Universidad de Burgos official training offer and will be published on the Doctoral Programme website.

For students **without an education-related Master's**, the Academic Committee, following a binding tutor's report and assessing the candidate's academic transcript and accredited prior training, will determine up to a maximum of 20 credits, preferably methodological, selected from modules offered in the Official University Master's in Education and Inclusive Societies at the Faculty of Humanities and Education, or alternatively from any other official Master's or UBU Postgraduate Diploma, always in compliance with UBU Doctoral Regulations.

EXEMPTIONS: Students with relevant, high-quality research merits aligned with the programme's lines — duly evidenced by scientific publications, research centre work, or prior investigations— may be fully or partially exempted by the Academic Committee if deemed sufficient to ensure successful programme completion. The same criteria apply to international students.

SPECIFIC TRAINING ACTIVITIES

The programme's specific training activities —attendance at courses, participation in national and international congresses and scientific meetings, publications, mobility actions— must be undertaken by enrolled students and planned with their **director and tutor** according to their prior training.

This information is recorded in the **Doctoral Student Activities Document** and submitted to the **programme's Academic Committee**.

The **only mandatory activity** is the **publication of scientific articles** on thesis contents in journals.

DOCTORAL THESIS: Requirements for enrolment

IMPORTANT

In accordance with the Verified Programme Memorandum, applicable to all students enrolled in the programme from the 2022-23 academic year onwards, a prior requirement for thesis deposit shall be **"Document proving that an article related to the thesis has been accepted or published, indexed in Journal Citation Reports (JCR), Scimago Journal Rank (SJR), or in scientific journals with FECYT quality seals"**.



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PROFESSIONAL OUTCOMES

Third-cycle studies in Education enable doctoral graduates to pursue careers in educational research, primarily conducted at universities, Spanish National Research Council (CSIC), educational research centres, educational companies, and general/specialised educational publishers.

The doctorate provides access to university and non-university teaching positions, as well as state research programmes such as Ramón y Cajal, Juan de la Cierva, and Torres Quevedo.

Additionally, doctoral studies strengthen professional training across all educational fields (teaching, inspection, guidance, educational management) and in public administration (national, regional, and local) within education areas.

