

Warwick Institute *of* Education



shaping futures

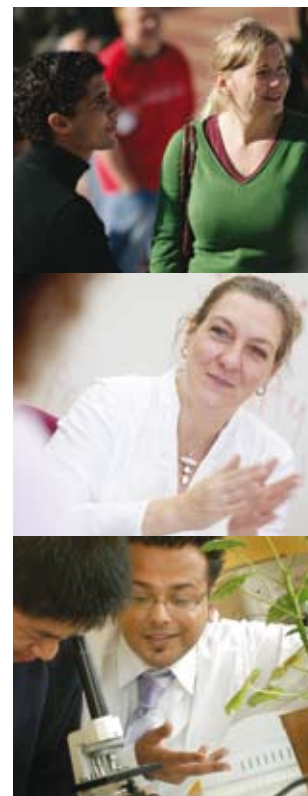
**Flexible Postgraduate Study
and Research Programmes**

THE UNIVERSITY OF
WARWICK



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'Shape your future career with a *flexible* postgraduate course or research programme at the Institute of Education of the University of Warwick'

Professor Alan Prout, Director, WIE



Message from the Director



**'CHOOSE
WARWICK AND
WORK WITH
SOME OF THE
BEST MINDS IN
EDUCATION'**

Internationally education is changing. Economic, political, social and technological change is reshaping what it means to teach and to learn. New possibilities in the relationship between schools and the communities they serve are emerging. New professional practices and relationships are being forged. New relationships between generations are emerging.

Against this background we know that postgraduate students coming to Warwick Institute of Education teach and lead in some of the most innovative schools, work in challenging environments and undertake, arguably, the most important work in the public service. We are privileged to work with such talented and resourceful group of people. We are also proud that, when they return to their settings after studying at Warwick, they are refreshed, invigorated and even more determined to achieve lasting results in their field.

If you choose to study on a Warwick postgraduate course or research programme, you are choosing to work with some of the best minds in education – our dedicated academics and researchers. You are also opting into sharing ideas with enthusiastic and able people like yourself, who make up the learning community at Warwick Institute of Education.

The Institute is recognised for its research strengths in the following thematic areas:

- ▷ Childhood
- ▷ Pedagogy
- ▷ Policy

Within this framework we have disciplinary research expertise in Mathematics, ICT, Literacy, Drama, Science and Religious Education.

We develop new courses and study routes regularly to keep our courses relevant and accessible. We recently introduced a new Masters programme in Childhood in Society and are planning a new professional doctorate.

Our students and staff work together to create a rewarding educational and social experience at Warwick. If you think you would be happy joining us, we would be delighted to hear from you.

*Professor Alan Prout
Director, Warwick Institute of Education*

Course & programme overview

POSTGRADUATE AWARDS

We offer some individual modules from Masters courses as stand alone Postgraduate Awards. A Postgraduate Awards counts as 30 credits towards the Warwick Masters' in Education. Awards available include:

- ▷ Assessment for Learning
- ▷ Modern Foreign Language Pedagogy
- ▷ Oracy: Speaking and Listening
- ▷ Primary RE by Distance Learning

(A course for UK Primary teachers who are non-specialists but have a coordinating responsibility)

POSTGRADUATE CERTIFICATES

Postgraduate Certificates consist of two modules from a Masters course. This counts as one-third of the credits towards a Masters' degree. Certificates available include:

- ▷ Leading Education Enquiry
- ▷ PSHE Pastoral Care and Citizenship
- ▷ Applied Education and Training
- ▷ Religious Education by Distance Learning

(This is often used as a bridging course by students wishing to gain an RE qualification prior to applying for a PGCE or by teachers wishing to gain a qualification in RE)

MASTERS' DEGREES**

The following Masters' degree titles are currently available at the Institute:

- ▷ MA Childhood in Society
- ▷ MA Drama and Theatre Education
- ▷ MA Educational Studies*
- ▷ MA Educational Research Methods
- ▷ MA Educational Leadership and Innovation*
- ▷ MA Religious Education by Distance Learning
- ▷ MSc Mathematics Education

RESEARCH DEGREES

- ▷ MA/MSc by Research
- ▷ MPhil
- ▷ PhD
- ▷ New Route Professional Doctorate planned for 2008/09

THEMATIC AREAS

The expertise in the Institute is broad and deep, with expertise in the following Thematic areas:

- ▷ Childhood
- ▷ Pedagogy
- ▷ Policy

Our highly acclaimed academics are available to supervise your educational research

SUBJECT FOCUS

The following are available:

- ▷ Drama and Theatre Education
- ▷ English
- ▷ Educational Leadership
- ▷ Educational Research
- ▷ Educational Studies
- ▷ ICT
- ▷ History
- ▷ Literacy
- ▷ Mathematics Education
- ▷ Modern foreign Languages
- ▷ Science Education
- ▷ Religious Education

CPD

Our continuing professional development unit is set up to work with learning networks, clusters of schools and partnership organisations with common development priorities.

We work in partnership with Local Authorities, educational agencies, training providers and international partners.

Whatever the demands of your school, organisation or professional development plan, the CPD unit aims to be responsive to your needs.

We encourage our partners to link their school-based research with Warwick's accredited programmes and with sufficient lead-time we may also be able to accredit bespoke courses.

Our current partners include:

The Specialist Schools and Academies Trust, Ofsted, National College for School Leadership, United Learning Trust, Royal Shakespeare Company, Solihull Local Authority and local schools in Birmingham, Coventry and Leicestershire.

* There are two routes to choose from (see pages 10 and 11).

** Sometimes people's circumstances change after they have started a Masters' degree. If you are registered to a Masters' degree, but need to terminate your studies for some reason, you can still leave with a qualification. Depending on your completion point, you may be awarded a Postgraduate Certificate or a Postgraduate Diploma.



The Warwick Masters' in Education

When you study for a Masters' degree at Warwick you have a great opportunity to discover new insights into the world of education and to build on your own knowledge and experience. We help you to put your understanding and expertise to work. We encourage you to take your ideas to a deeper level and locate them in a broader academic framework.



Warwick is an international research university and was ranked 5th in the UK for research quality in the last Research Assessment Exercise (2001). Over 90% of our academic staff are working in departments with the top two rankings (5 and 5th).

The excitement of studying for a Warwick Masters' in Education is exploring the intersection where theory and practice meet. It is here that the intellectual sparks fly and your ideas truly develop.

At Warwick we want you to make the degree your own. So, our skill is to help you to align your module choices to your interests. We also help you to tailor your final assessment around your needs and aspirations.

This approach creates stimulating courses under the umbrella of the Warwick Masters' in Education. Our courses are designed to equip you to pursue a career in an educational setting or to enhance your practice in your current work context. For some people a Warwick Masters denotes the beginning of a career in educational research or academia.

CHOOSE A ROUTE TO SUIT YOUR NEEDS

You may take the Masters over a flexible period, from one year full-time to four years part-time. We have several specific named degrees within a modular structure, with the opportunity to study options from any of the Masters' degrees on offer.

DISSERTATION ROUTE

We have two ways to gain the Warwick Masters' in Education. The traditional Dissertation Route consists of:

- ▷ A core module related to your specialism
- ▷ A research methods module
- ▷ 2 optional modules of your choice
- ▷ A dissertation

You may take this route on either a full-time or part-time basis.

CREATE SPACE FOR YOUR LEARNING TODAY, ENJOY THE BENEFITS TOMORROW



PROFESSIONAL ROUTE

We also offer a part-time route designed for UK professionals working in educational settings with students. The professional project route enables you to use your own education based practical research as the basis of assessment at Masters' level. The professional route consists of:

- ▶ Practical research methods and the completion and dissemination of the results of small scale education enquiries
- ▶ A choice of specialist modules chosen from the Leadership and innovation or Educational Studies programmes
- ▶ A professional research project and a portfolio of supporting evidence

For both routes each module is assessed by assignments and each Masters' degree by dissertation/project on a subject area linked to your work and interests.

The academics working with you on your Warwick Masters in Education aim to:

- ▶ Meet your personal and professional development needs
- ▶ Encourage critical and creative academic activity
- ▶ Help you think about organisation development and improvement
- ▶ Offer the environment in which to share ideas and experiences with colleagues from different context
- ▶ Provide a critical approach to recent research findings and policy initiatives

'THE WHOLE MA TAUGHT PROGRAMME WAS EXCITING AND THE TUTORS WERE HIGH QUALITY. WHAT I LIKED BEST WAS WORKING WITH THE OTHER STUDENTS FROM A VARIETY OF BACKGROUNDS AND PERSPECTIVES'

Anca Alba, MA in Educational Studies Graduate 2005



Studying at Warwick Institute of Education

The key to postgraduate study at WIE is personalisation. Our approach is to build your interests into programmes of study. The flexibility of our programmes and routes means that you can make your option choices and assignments relevant to the work you do or aspire to do in the future.

DEVELOPING EDUCATIONAL RESEARCH SKILLS

Whichever route you choose, in the course of the Warwick Masters' in Education you will develop your ability to engage in critical reading and analysis of research findings. Our research training equips you with the basic skills in a range of established research techniques, including data collection and analysis. This helps to frame and refine research questions, to design and execute a research project relevant to your professional interests and to disseminate the findings appropriately.

CORE AND OPTIONAL MODULES

You will choose which modules you study to reflect the interests you wish to pursue.

You may choose to develop a curriculum focus, such as Drama, Religious Education or Mathematics or your interest may lie with management topics. There is freedom to combine modules so that you gain a broad qualification or you can totally immerse yourself in your chosen subject area. Depending on your choice of modules, you may gain one of the following degrees:

- ▷ MA childhood in Society
- ▷ MA Drama and Theatre Education
- ▷ MA Educational Studies
- ▷ MA Educational Research Methods
- ▷ MA Educational Leadership and Innovation
- ▷ MSc Mathematics Education
- ▷ MA Religious Education

OPTIONS

We have a comprehensive range of options taught by experts in their field. Options are available subject to numbers applying in any academic year.

These fall within the following thematic areas

- ▷ Childhood
- ▷ Policy
- ▷ Pedagogy
- ▷ Education Research

For more details of our module choices, please visit the Warwick Institute of Education website.

In all courses except the MA in Educational Research Methods, students may take an option from other Masters courses.

SPECIALIST STUDY

The final part of your masters' degree is an opportunity for you to undertake small scale research in an area of particular interest to you. Many students find that the experience of researching in this way enhances their professional experience significantly.

You will use the knowledge gained in the preparatory research methods training to inform the design and planning of your research.

If you wish to graduate with a degree title in one of our specialist areas, for example drama or religious education, you will submit your 20,000 word dissertation or professional project in that field of study.

WARWICK INSTITUTE OF EDUCATION

As a leading School of Education within a top ten UK University, your time at the Institute will not only develop you professionally, but also offer a host of other opportunities as a Student at the University of Warwick.

The purpose built Teaching Centre on Westwood Campus was opened in 2007 and is the first new development of it's kind for twenty years. It includes a suite of laboratories and dedicated literacy and numeracy space.



The Learning Grid is a 24/7 resource for students with the latest IT equipment and the most popular student texts. It also has video-editing, multi-media and presentation equipment. It provides a relaxed environment allowing you to eat and drink while you work on group projects or individually.



MA in Educational Studies

The MA in Educational Studies is a flexible and popular modular course, designed to meet the needs of a wide range of education professionals, including teachers. It will provide you with a clear understanding of the nature and significance of educational issues, both generic and subject specific and will examine the ways in which research in education might illuminate these issues.



The Library is currently undergoing an extensive remodelling programme. The first phase of the project (Floor 1) opened in November 2007, with the second phase due for completion in January 2008. It has over 1 million books and other printed works and about 25,000 electronic journals available via the internet.

The course enables you to select modules which relate to a special interest such as Further Education, Special Educational Needs or Primary Education.

You have the option of tailoring your programme through the selection of modules from any of our Masters degrees in Education: Childhood in society, Drama and Theatre Education, Educational Leadership and Innovation, Mathematics Education, Educational Research Methods and Religious Education, as suited to your professional needs and personal interests.

The course is designed to meet the needs of participants at all levels in education from the UK and around the world. Recent students have come from China, Malaysia, Thailand and Cyprus.

An orientation programme introducing the English and Welsh education system is provided for international students during the first week of the course.

MA in Educational Leadership & Innovation

The MA in Educational Leadership and Innovation is suitable for senior and middle managers in educational institutions and local authorities or those who aspire to leadership or management positions. It is intended to enable participants to develop their abilities as educational leaders and innovators.



The course will benefit those working towards the national standards for Headship, Advanced Skills Teachers, SENCOs and subject leaders as well as LA officers, inspectors and educational consultants.

The course style is to work with the professional as a reflective practitioner to make strong links between theory and practice.

Students who wish to gain an MA in Educational Leadership and Innovation by dissertation will complete two of the following modules in addition to their research methods course, one optional module and a dissertation.

Modules offered:

- ▶ Leading Educational Change and Improvement
- ▶ Creating and Sustaining Learning Cultures
- ▶ Policy, Strategy and Resources in Education
- ▶ Leading Education Enquiry 1

Those choosing to follow the Professional Route will complete two Leading Education Enquiry modules, two modules of their choice and their professional project in a subject related to Leadership and Innovation.

The National Professional Qualification for Headship attracts a 60 CATS point credit towards the MA in Educational Leadership and Innovation, please talk to us about this at the time of applying.

Both the MA in Educational Studies and the MA in Educational Leadership and Innovation are offered by two routes:

THE DISSERTATION ROUTE

If you wish to gain a sound training in educational research methods and a complete a traditional dissertation you may opt for the Dissertation Route through the degree.

This is a popular route for many students. Anyone thinking of going on to further research after completing the Masters should take this route.

THE PROFESSIONAL ROUTE

If you wish to start your degree by learning to do research on your own practice, you may like to consider the Professional Route through the degree.

Note: This is presently only available for part-time UK students who are serving teachers, education advisors or specialists in education.

'PRACTICAL, BUILDING A BRIDGE BETWEEN RESEARCH AND TEACHING, IT HAS HAD A BIG IMPACT ON MY PRACTICE. I ENJOYED EVERY SINGLE SESSION'

Maria O'Neill, Advanced Skills Teacher in MFL, Local Secondary School



MA in Drama & Theatre Education

The MA in Drama and Theatre Education and the Postgraduate Diploma and Certificate in Drama and Theatre Education provide full-time and part-time students with a practical and theoretical base for developing the drama and theatre education curriculum and pedagogy for schools, colleges and community contexts.



The modules within the MA reflect current developments in education and a broad range of theatre and drama work. There is a balance between the study and practice of drama as an academic and practical subject in schools and colleges and the use of drama for a wide range of personal and community purposes.

The course of study provides a planned and structured programme, which is sufficiently flexible to respond to the needs of students from a wide range of pedagogic and cultural contexts.

The course leaders are Dr Joe Winston and Professor Jonothan Neelands, who both have a reputation as teachers and writers in the field of drama and theatre education. Their expertise covers the early and primary years of education as well as secondary and post-16 level. Both regularly deliver in-service courses to teachers at national and international level and act as consultants to Theatre in Education companies. They are regular contributors to international conferences and to research journals in the field of educational drama.

Their joint expertise is backed by excellent studio and library based resources, regular visits to the Warwick Arts Centre and strong links with local schools, LAs, theatre in education companies and the RSC.

Jonothan Neelands is also Deputy Director of the CAPITAL Centre at the University of Warwick, a HEFCE funded centre for excellence in teaching, which is a joint venture with the Royal Shakespeare Company in Stratford.

These links enable students to observe and engage in practical projects.

WHAT CAN AN MA IN DRAMA AND THEATRE EDUCATION LEAD TO?

We encourage all students to develop a career plan built on successful completion of the course. We will support you with tutorials to help plan projects, choose assignments and a research project for your dissertation, which will enhance your career prospects.

Students can expect to develop sufficient skills and theoretical understanding to gain successful employment as drama specialists in schools, theatre education workers, advisers and lecturers in drama, education officers or community drama workers. Recent graduates from the MA have:

- ▷ Gained posts as Drama Education Lecturers in Higher Education
- ▷ Gone on to train as Primary and Secondary Teachers
- ▷ Been promoted on the basis of the MA and the practical experiences it has offered
- ▷ Written texts for teachers in their own countries

'THE CULTURAL DIVERSITY BROUGHT TO THE COURSE BY THE STUDENTS FROM ALL OVER THE WORLD ENRICHED MY UNDERSTANDING OF BOTH EDUCATION AND THEATRE'

Further Education Lecturer and Freelance Theatre Director

MSc in Mathematics Education

The MSc in Mathematics Education is designed as an introduction to the academic study of teaching and learning mathematics and through appropriate choices of modules, allows you to address a wide number of different aspects of mathematics education.

The course is structured around a small core consisting of:

- ▷ Foundation Research Methods which develops core skills necessary for engaging with research literature and conducting dissertation projects and
- ▷ Researching Mathematical Learning which will introduce a broad overview of research in the field of mathematical learning and a range of fields of study



The new Maths Building at the University of Warwick is typical of the high quality facilities available for study on-campus.

In addition, students select options which provide opportunities to consider aspects of mathematics pedagogy, assessment, digital technology, psychological issues and cultural aspects of mathematical learning and mathematical learning at different phases. Students may, with agreement, take other modules from within the education Masters' portfolio or from the Mathematics department.

Finally, you will conduct a research experiment in a field of your choosing. You will be supported by regular individual supervision from a member of the research-active mathematics education staff.

WHO IS THE MSC FOR?

You may be a practising teacher, perhaps with a little experience but wanting to reflect on the research basis for what is happening in your classrooms. Or you may have extensive experience in the classroom and be seeking a fresh stimulus. If so, then you may wish to become a part-time student fitting your academic study around your working life. Some of our teachers decide to take a temporary break from their career and study the MSc full-time.



Alternatively, you may have recently completed your first degree in mathematics or a related subject and you may have developed an interest in the teaching and learning of mathematics, possibly with some experience of tutoring or the classroom. You may feel the full-time option is of more interest to you but you can also consider the part-time alternative.

You may be interested in studying for the MSc Mathematics Education degree as a preliminary step towards completing a PhD in this area.

THE BENEFITS OF STUDYING AT WARWICK

Whatever your motivation; many of our MSc graduates have found that the programme substantially influences their understanding of the pupils in their classroom and has enabled them to effect significant changes in their teaching. Some have gone on, through this, or through subsequent PhD study, to have an important influence on mathematics education.



MA in Religious Education

The MA in Religious Education aims to develop the skills and understanding of those who already work or intend to work in fields connected with religious education (including citizenship and intercultural education) in primary and secondary schools or in other branches of the education profession.



'THE TUTORIAL SUPPORT WAS EXCELLENT; BOTH TUTORS CHALLENGED ME TO USE MY EXPERIENCE OF LIVING IN JAPAN TO COMPLEMENT THE MATERIALS'

Sophie Clapp, PG Certificate in RE Graduate

The approach is pluralistic and multi-religious and our students may be of any faith or none.

Our MA is unique in that it draws on the research and curriculum expertise of the Warwick Religions and Education Research Unit. The unit boasts a number of internationally renowned scholars, including Professor Lewis Francis and Professor Robert Jackson, an international authority on the subject and editor of the British Journal of religious Education. Professor Jackson is course director for the MA in Religious Education.

WHO IS THE COURSE FOR?

The course attracts a variety of people. These include current subject specialists, teachers who are changing to RE from another subject and non-teachers who have a particular professional interest in religious education or the study of religious diversity in schools.

The course addresses the professional needs of home and international students.

FLEXIBLE DISTANCE LEARNING PROGRAMME

The course is taught by distance learning supported by study guides and close contact with tutors via email. Module choices include:

- ▷ Interpreting Religious World views
- ▷ The Hindu Tradition
- ▷ Research Methods
- ▷ Field Studies of Religions
- ▷ Current Issues in Religious Education
- ▷ The Christian tradition: Local and Global
- ▷ Primary Religious Education

The course is designed to include several pieces of non-assessed work so that you can receive continuous feedback about your progress.

MA in Educational Research Methods

The MA in Educational Research Methods offers a comprehensive training in educational research, which is approved by the Economic and Social Research Council (ESRC) for its quality and rigour.



A dedicated team of experienced and established educational researchers teaches the MA in Educational Research Methods.

The team has expertise in a range of research approaches.

The research methods degree is designed to equip students with the epistemological, methodological, analytical and ethical knowledge and practical expertise required of a professional educational researcher.

IS THIS THE DEGREE FOR ME?

The MA in Educational Research Methods will be of interest and relevance to a range of national and international students, including recent graduates. You might be keen to develop a career in educational and social science research or consultancy, or be a professional already working in an educational institution, local authority or commercial department/organisation.

The MA in Educational Research Methods has four compulsory modules and a final 20,000 word dissertation.

The four core modules are:

- ▷ Foundation Research Methods
- ▷ The Nature and Ethics of Research Inquiry
- ▷ Advanced Qualitative Research Methods
- ▷ Advanced Quantitative Research Methods

A STEPPING STONE TO THE PHD

The MA in Educational Research Methods is a stand-alone degree. It also forms part of a 1 + 3 model of training, recognised by the ESRC, with the MA forming the basis of a subsequent three year period of study for a PhD degree.



Tocil Lake on the University campus is just one of many beautiful natural environments available to students at Warwick Institute of Education. The Lake boasts a wide variety of wildlife habitats. We think about the future: we celebrated the Millennium by planting 300 oak trees around the edge of campus.



MA in Childhood in Society

The MA Childhood in Society has an interdisciplinary and international perspective which includes: anthropology, education, psychology, sociology and social policy. You will engage with the debates, analysis and critique of current international and national policy initiatives, with a focus on global issues of children's rights, participation, development and care and the sometimes competing paradigms in research with children and childhood. You will engage with the newer perspectives on children's voice, agency and participation in educational and other contexts.



Warwick Arts Centre on the University campus is the largest Arts Centre on any University campus outside of London and has an international reputation for the quality of its' productions

WHO IS IT FOR?

We welcome international and home students from a wide range of backgrounds and cultures. The course is attractive to new graduates, practitioners and professionals in education, children's services; child-related NGOs and voluntary sector organisations, educational and childhood researchers.

ENTRY REQUIREMENTS

Normally candidates should hold, or expect to hold, at least an upper second class honours in a first degree from an approved institution in Social Sciences, Arts and Humanities, or Sciences or an equivalent qualification. Candidates who have professional qualifications in education, social work, or health care professions or equivalent experience will also be considered.

OVERVIEW

The course is taught FULL-TIME over one year and PART-TIME over 2-3 years. It comprises THREE compulsory Core Modules including the dissertation (20,000 words) and Research methodologies, and a choice of two Optional Modules. (180 credits (CATs) in total).

Course focus includes:

- ▷ Global issues of children's rights, participation, development and care
- ▷ International perspectives on the child and the changing family
- ▷ The changing, and future, of global childhoods
- ▷ Research methodologies

COURSE DIRECTORS

Professor Pia Christensen
Dr Christine Wilkie-Stibbs

DISSERTATION ROUTE (FULL-TIME / PART-TIME)

TERM 1 / YEAR 1		TERM 2 / YEAR 2		TERM 3 / YEAR 3
FOUNDATION RESEARCH METHOD	MODULE	MODULE	MODULE	DISSERTATION
30 CATS	30 CATS	30 CATS	30 CATS	60 CATS

MA in Childhood in Society (Professional Route)

Rapid and substantial developments in the fields of childhood education and care, instigated as a result of an expanding programme of provision for children and families in this country and overseas, shape and inform this new degree.

NEW FOR 2008



The MA Childhood in Society (Professional Route) is open to applicants who hold the National Professional Qualification in Integrated Centre Leadership (NPQICL). Successful applicants enter a two year programme of part-time study and incorporating two modules and a dissertation:

- ▶ Developing Young Children in an Educational Context

A module that examines caregiver engagement with education, health and well-being.

- ▶ Foundation Research Methods in Early Childhood

Research methodology focusing on the particular challenges of researching with young children.

- ▶ MA Childhood in Society Dissertation

Other Professionals with an interest in the Professional route through the MA Childhood in Society entering the programme would be required to study two additional optional modules, from either:

- ▶ The MA Childhood in Society (see opposite)
- or
- ▶ Any of the Warwick Masters' in Education

ENTRY REQUIREMENTS

Normally candidates would be expected to hold either the National Professional Qualification in Integrated Centre Leadership or a good honours degree (2:2 or above).

COURSE DIRECTOR

Professor Carol Aubrey

'CHILDHOOD IN SOCIETY IS DESIGNED TO APPEAL TO A WIDE RANGE OF PROFESSIONALS WORKING IN HEALTH, EDUCATION, SOCIAL CARE AND TO GRADUATES WHO ASPIRE TO WORK OR STUDY IN THOSE FIELDS'

Professor Carol Aubrey, Course Leader

PROFESSIONAL ROUTE (PART-TIME STUDY ONLY)

YEAR 1 / TERM 1	YEAR 1 / TERM 2	YEAR 2 / TERM 1	YEAR 2 / TERM 2	YEAR 3
NPQICL OR OPTIONAL MODULE	NPQICL OR OPTIONAL MODULE	DEVELOPING YOUNG CHILDREN IN EDUCATIONAL CONTEXT	FOUNDATION RESEARCH METHODS IN EARLY CHILDHOOD	DISSERTATION
30 CATS	30 CATS	30 CATS	30 CATS	60 CATS



National Professional Qualification in Integrated Centre Leadership

NPQICL is recognised as a qualification in working in multi-agency and multi-disciplinary environments across education, health and social services.

The Institute of Education delivers the National Professional Qualification in Integrated Centre Leadership (NPQICL) in the East Midlands and West Midlands on behalf of NCSL.



Warwick's sports facilities now include a Bouldering Centre, added to our Bear Rock Indoor Climbing Centre and currently under development is our Indoor Four Court Tennis Centre

The NPQICL seeks to provide leaders/managers and emerging leaders/managers of integrated centres with the opportunity to create an ethos of community partnership working, by coordinating coherent and seamless high quality services for children and families.

WHO IS NPQICL FOR?

Applicants for the programme must be either:

- ▷ A leader or deputy equivalent of a DCSF designated children's centre
- ▷ A leader or deputy equivalent of a DCSF approved children's centre

Applicants must also be a member of a Senior Management Team and capable of being assessed in the children's centre for which they have day to day leadership responsibility.

WHAT DOES NPQICL OFFER?

You can expect to have the opportunity to contribute significantly to improving the quality of services in your centre. In addition to developing your role as a leader, you will implement planned change both within yourself as a leader and in the centre.

During the programme you will work with peers individually and in teams. The programme is supported by experienced facilitators who work with you to develop your problem solving skills. The programme also features online communication and learning through the NCSL's talk2learn web portal.

HOW WILL I BENEFIT?

The programme gives you the time and space to try things out and build your confidence. It is a challenging and stretching process which helps you to adopt better leadership habits and develop effective working relationships.

HOW TO APPLY

For an informal discussion about the programme, please contact:

Sue Hancox
Programme Manager
☎ 024 7652 3800

The programme will recruit in the spring each year. Details will appear on the NCSL website through which all applications are made.

Look out for news of NPQICL at:

🌐 www.ncsl.org.uk/npqicl



'EVERYONE ON THE COURSE IS VERY SUPPORTIVE AND THEY ARE INSPIRATIONAL LEADERS IN THEIR OWN RIGHT'

Sure Start Programme Manager, NPQICL 2005/06 cohort

'THE MENTORING SESSIONS HAVE BEEN VERY HELPFUL IN ENABLING ME TO THINK ABOUT ME FOR A CHANGE'

Children's Centre Manager, NPQICL 2006/07 cohort



Research at Warwick Institute of Education

Set in a top-rated university, the Institute has developed a vibrant environment for internationally significant research. Our academics are recognised for their pioneering inquiries into key issues of learning and teaching in a changing world.

Educational research carried out in the Institute of Education and associated education-related research centres, is a multi-disciplinary enterprise.

Over the last few years our research organisation has been restructured and strengthened. Key to this strategy has been the focus on three interconnected thematic areas which are key to international debate about the changing character and context of education and provide a focus to harness the strengths of a diverse staff group.

We have communities of researchers in each of the following thematic areas:

CHILDHOOD

Studying the whole range of childhood (from early years to teenagers), we are concerned with: theoretical development and methodological advance in studying children and childhood; empirical studies that illuminate contemporary childhood and the lives of children; research that critically reflects on policy and practice.

Members of the Childhood thematic group include:

Professor Carol Aubrey
Professor Pia Christensen
Professor Alan Prout
Dr Nick Lee
Dr Sean Neill
Dr Eleanor Nesbitt
Dr Michael Wyness
Mary Briggs
Liz Coates

PEDAGOGY

Members of the Pedagogy group are largely, although not exclusively, academics with a strong involvement in teacher education, including the initial training of primary and secondary teachers, and continuing professional development. As such we have many professional as well as research interests. We engage in leading edge research in the pedagogy area.

Projects carried out, and publications produced, by members of the group are also often targeted at the professional communities we serve, and group members have written a number of highly rated professional publications.

Members of the group meet regularly to discuss and plan research and to support members' research in progress or in embryo. Research students attached to the group are invited to these meetings, as are teaching fellows in the department who have a professional interest in research outcomes.

Faculty working in the pedagogy research area include:

Professor Robert Jackson
Professor Kristiina Kumpulainen
Professor Jonothan Neelands
Professor David Wray
Dr Ann Barnes
Dr Val Brooks
Dr Michael Hammond
Dr Jane Medwell
Dr Steve Strand
Dr Joe Winston

POLICY

The changing context of education has generated concerns about continuing underachievement and disengagement of young people and adults in areas of disadvantage, while the intensification of a multi-ethnic society sharpens the challenge of reconciling the value of diversity and common citizenship.

Education policy has been encouraging schools, especially in contexts of disadvantage, to develop the culture and practices of collaboration with other services, network with other schools and colleges and form partnerships with their parent communities.

A multi disciplinary team, bringing a variety of methodological perspectives to the study of educational policy, the group is especially interested in the relationship between policy and practice and has created an extensive network with leading policy makers, practitioners and academics in the field.

Our research includes: the role of institutional leadership in transforming achievement in the context of disadvantage; the role of culture and identity in intercultural learning for citizenship; the creation of new inter-service communities of professional practice; parental and community participation in the creation of learning and governance for civil society.

Members of the thematic group include:

Professor Tony Bush
Professor Yrjö Engeström
Professor Denis Gleeson
Professor Alma Harris
Professor Pru Huddleston
Professor Geoff Lindsay
Professor Stewart Ransom
Dr Tracey Allen
Dr Steve Strand
Ian Abbott

WIE research staff profiles

WIE enjoys a flourishing Research Community. By coming to Warwick, Postgraduate students will work with some of the top Educational Researchers in their fields, for example...

Childhood

Professor Pia Christensen

Professor of Anthropology and Childhood, Pia has extensive experience of conducting ethnographic research with children and young people in the family, at school, and in the local community and is leader of the Childhood Research Group in the Institute. She has published widely on children's understanding and agency in health, learning, risk, food, time and urban and rural space including methodological and ethical questions of doing research with children. Her main publications include *Research with Children: Perspectives and Practices*. (Falmer Press, 2000).



Professor Carol Aubrey

Carol is Professor of Early Childhood Studies in the Institute of Education. She trained first as a primary school teacher and then as an educational psychologist. Director of Research for the Institute and Academic Leader for the National Professional Qualification in Integrated Centre Leadership (NPQICL), she is also convener of British Educational Research Association (BERA) early childhood education and care Special Interest Group and a member of BERA Executive Council.



Pedagogy

Professor Kristiina Kumpulainen

Kristiina is a professor of pedagogy at the Warwick Institute of Education. She also directs a multidisciplinary research centre on learning, CICERO Learning, at the University of Helsinki, Finland. Prior to her present positions, Dr. Kumpulainen worked as a visiting professor at the Gevirtz Graduate School of Education at the University of California, Santa Barbara (UCSB). In the past, Dr. Kumpulainen has directed the Research Centre for Sociocultural Studies on Learning and Instruction at the University of Oulu, Finland. Professor Kumpulainen has a strong record in pursuing internationally recognized research in the areas of learning sciences and teacher education.



Professor David Wray

David taught in a variety of schools for 10 years and is currently Professor of Literacy Education at the University of Warwick and leader of the Pedagogy Research Group. He has published over 30 books on aspects of literacy teaching and is best known for his work on developing teaching strategies to help pupils access the curriculum through literacy.



His work has been made an integral part of the National Literacy Strategy at both primary and secondary levels and he co-wrote Module 6 (Reading and Writing for Information) of the original primary NLS training materials.

Policy

Professor Denis Gleeson

Leader of the Policy Research Group, Denis trained in London as a teacher and taught in FE, Adult and Teacher Education Institutions in London. Since his appointment to Warwick in 1999 he has been Director of Research (2001-2004) and is currently Chair of the Institute's Equal Opportunities Committee. His particular teaching and research interests are in the Sociology of Education with reference Education, Employment and the State with reference to Post Compulsory Evaluation and Training. Recent research has focused on critical policy analysis of Academy School development, Further Education leadership and management, and Centres of Vocational Excellence.



Professor Alma Harris

Alma Harris first trained as a secondary school teacher and taught in a number of challenging schools in South Wales. After completing her PhD at Bath University in 1993 she commenced her academic career as a research assistant. She was appointed to a Chair in Leadership at the University of Warwick in 2000 and was Director of the Institute of Education 2003 – 2007.



Alma's research interests lie in Leadership and School Improvement: Organisational Development and Educational Policy and Change.



Research degrees

Research Degrees form an essential part of the Institute of Education's vibrant research community. Research degree students participate in the activities of research centres and thematic groups, specialist day conferences, research support sessions and the daily research life of the Institute.



Warwick is an international research university and was ranked 5th in the UK for research quality in the last Research Assessment Exercise (2001). Over 90% of University academic staff are working in departments with the top two rankings (5 and 5th).

Research degrees in Education involve researching a topic of interest to considerable depth. Our students are guided by individualised specialist support from a supervisor and an advisory team drawn from the Institute's excellent research staff. Students are supported by a selection of research methods courses, which prepare them to undertake original research in a wide range of areas.

The Institute has expertise across almost all areas of Education organised into three broad thematic areas:

PEDAGOGY

- ▷ Life-long Learning
- ▷ Inter-cultural Learning
- ▷ Classroom Knowledge
- ▷ Curriculum and Assessment
- ▷ Vocational Education
- ▷ Mathematics
- ▷ ICT
- ▷ Science
- ▷ MFL
- ▷ History
- ▷ Business
- ▷ Drama and Theatre Education
- ▷ Religious Education

POLICY

- ▷ Policy-practice Analysis and Evaluation
- ▷ Culture and Religion in Education for Citizenship
- ▷ School and College Improvement
- ▷ Leadership and Management
- ▷ The New Governance of Education
- ▷ Communities of Professional Practice
- ▷ Inter-agency Networks and Partnerships
- ▷ Parent and Community Participation
- ▷ Education and Civil Society

CHILDHOOD

- ▷ Early Years
- ▷ Children and Society
- ▷ Language and Literacy
- ▷ Special Needs Education
- ▷ Home/School/Community Relations and Children's Literature
- ▷ International Comparative Aspects of Childhood
- ▷ Multidisciplinary Approaches

Colleagues who have recently undertaken a Masters course often explore the opportunity of taking their studies further by taking a Doctorate. The PhD is designed as a three year full-time (or five year part time) programme. It attracts students from a wide range of backgrounds including teachers researching an aspect of their practice, government advisors exploring educational policy, senior managers studying issues related to the organisation and management of schools and Masters graduates who undertake research into how pupils learn.

The Institute is planning a new professional doctorate Creating Learning Communities of Practice for Civil Society. It targets leading professionals locally and nationally for a research degree that will take the best features of the traditional doctorate and the taught EdD. It will involve professionals researching the rapid changes taking place in education to generate the knowledge needed to enhance learning within professional communities as well as between teachers and parents.

'THE BEST THING ABOUT DOING MY RESEARCH AT WARWICK WAS THE SENSE OF BEING PART OF A GROUP; THIS KEPT ME GOING AND MADE ME FEEL WE WERE DOING THIS TOGETHER'

Idea Santos, Current Research Student 2007

The task of writing a substantial and original contribution to knowledge is a challenging one (80,000 words for a PhD; 50,000 words for the Professional Doctorate plus supporting assignments). We help you from the start by giving you an individual research methods' consultation to help you design a suitable package of modules to attend from our extensive portfolio. In addition to your supervisors, advisory team and research methods tutors, the Director of Research Students and the International Student Advisor are available for further support.

Initially students register for the MPhil degree, but almost all students on the programme choose to upgrade their registration to PhD after one or two years. This involves writing an upgrade paper and making a presentation to a committee of academics from the Institute.

FUNDING

While many of our students are self-funding or are in receipt of other forms of financial support, we have been successful in attracting funding for well-qualified candidates. Although please bear in mind this is a very competitive process. If you are interested in support for seeking funding opportunities contact:

Dr Sean Neill

✉ Sean.Neill@warwick.ac.uk

MAKING CONTACT

As well as making formal applications, we encourage potential students to contact us informally. You are welcome to contact a member of staff in the Institute who has research interests related to your proposed research.

Alternatively you can find out more from:

Dr Michael Hammond

Director of Research Students

✉ M.Hammond@warwick.ac.uk

Sam Gannon

Research Secretary

✉ Sam.gannon@warwick.ac.uk

Louisa Hopkins

Research Support Section Manager

✉ Louisa.Hopkins@warwick.ac.uk

A full list of staff and their research interests is available at:

🌐 <http://go.warwick.ac.uk/education>





Tailor-made Continuing Professional Development

Our CPD Unit is set up to work with learning networks and clusters of schools with common development priorities. We also work in partnership with local authorities, educational agencies, training providers and international partners.

Professional development is now growing in importance and value. The TDA recognise that engaging in Postgraduate Professional Development (PPD) demonstrates a commitment to developing a new professionalism, which the new standards encourage as part of the teaching profession.

Our CPD Unit, working with partner organisations, offers the highest quality programmes, whilst providing the flexibility of part-time learning together with world-class postgraduate education and professional development. The delivery of each programme can be flexible school-based sessions, evenings, and weekends ranging from nation-wide locations to learning conferences at Warwick.

Our programme portfolio is consistently updated and client focused to ensure we are working at the cutting edge of educational innovation and setting the learning agenda.

We work in partnership with:

- ▷ CPD leaders
- ▷ Whole school improvement projects
- ▷ School leadership at all levels
- ▷ Thematic projects across a range of schools
- ▷ Clusters of schools
- ▷ Educational organisations
- ▷ Local authorities

We design programmes to be accessible to working teachers, that focus on the educational developments and changes that relate directly to their specific educational context.

Our current clients include:

- ▷ Ofsted
- ▷ The Specialist Schools and Academies Trust
- ▷ United Learning Trust
- ▷ Royal Shakespeare Company
- ▷ The National College of School Leadership
- ▷ Solihull Local Authority
- ▷ North Solihull Partnership
- ▷ Birmingham North West Partnership
- ▷ East Birmingham Practitioner-Research Network
- ▷ Economics and Business Education Association

For more information about tailored professional development programmes, please contact:

✉ cpd@warwick.ac.uk

or

Trevor Robinson
CPD Client Manager
☎ 024 7655 0384



Initial Teacher Education Courses

Learning to teach anywhere is absorbing, but at Warwick we give you the opportunity to be part of a vibrant learning culture, in which you will work with a variety of academic staff, practising teachers and trainees who bring together an incredible range of skills, expertise and backgrounds.

POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

The Institute of Education offers a variety of Initial Teacher Education courses:

PGCE Early Years (3-7) PGCE Primary (5-11) PGCE Secondary (11-18)

- ▷ Business Education
- ▷ English with Drama or Drama with English
- ▷ History
- ▷ ICT
- ▷ Mathematics
- ▷ Mathematics with Physics
- ▷ Modern Foreign Languages (French, German, Spanish)
- ▷ Modern Foreign Languages with Business Education
- ▷ Religious Education
- ▷ Science (Biology, Chemistry and Physics)

All our PGCE courses provide a strong focus on developing classroom skills and teaching strategies to enable you to teach across the age phase for which you are specialising.

We will also prepare you to use ICT in your teaching. Our courses are planned in partnership with experienced teachers. We ensure that your training is rigorous, practical and as up-to-date as possible.

We have strong partnerships with over 300 schools, early years settings and colleges within the West Midlands region which gives us access to an exceptionally diverse range of schools including some Leading Edge and Training Schools, specialist schools and a wide variety of maintained schools.

We are fortunate to include in our partnership many schools with a multi ethnic population.

From September 2007 all Warwick PGCE courses are being offered at Masters level. The Masters level elements apply to the University-based, taught aspects of the course only, and to related assignments. You will develop as a highly critical, reflective practitioner who recognises the significance of the relationship between self-directed professional development and practical classroom experience.

The new courses provide all students who pass at Masters level with a PGCE and QTS, and also with 60 CATs which can be used towards Masters courses, such as those offered on the WIE Masters programme.

THE GRADUATE TEACHER PROGRAMME (GTP)

The GTP is an employment-based route into teaching. It allows trainees to be employed as an unqualified teacher at a school while working towards Qualified Teacher Status (QTS).

At Warwick we are committed to equality of opportunity. We welcome applications from members of groups who are currently under-represented in the teaching workforce. These include members of minority ethnic groups, people with disabilities and men wishing to teach Primary and Early Years.



Warwick Institute of Education has been ranked 6th in the highly regarded University of Buckingham, Centre for Education and Employment Research tables for Teacher Education in England, 2007.

To request an ITE prospectus or to find out more information about our taster events please contact:

PGCE

- ☎ 024 7652 8148
- ✉ pgce@warwick.ac.uk
- 🌐 www.go.warwick.ac.uk/pgce

GTP

- ☎ 024 7652 1918
- ✉ gtp@warwick.ac.uk
- 🌐 www.go.warwick.ac.uk/gtp



Centre for Education & Industry

The Centre for Education and Industry (CEI) offers research, evaluation, professional development and project management services, both nationally and internationally, in the areas of work-related and applied learning.

We work with a wide range of clients, including Government Departments and government-funded agencies, companies, schools, colleges and voluntary bodies.

It is the policy of the Centre to pursue research that is closely linked to practice, to maximise learning and the potential for practical outcomes, including guidance and support materials.

Our objectives are:

- ▷ To develop, test and evaluate policies, strategies, programmes and resources in education and training, particularly in work-related and applied learning
- ▷ To improve knowledge and understanding of how work-related and applied learning can enhance skills, capabilities and motivation to learn for all age groups
- ▷ To extend and develop the range of activities through which schools and colleges can work with a range of partners to provide learning experiences which can enhance employability
- ▷ To maximise the learning outcomes of work-related learning
- ▷ To investigate the 'workplace' and other contexts for learning

Our policy is to maximise the potential for practical outcomes to flow from research and we are experienced in the full range of quantitative and qualitative research methods. Key research areas currently include:

- ▷ Evaluation of Diplomas
- ▷ Guidance on Recording of Personal, Learning and Thinking Skills (PLTS)

- ▷ Evaluation of Extended Project pilots
- ▷ Activity and Learning Agreements
- ▷ NEETs and Young People in Jobs Without Training
- ▷ Alternative curricula
- ▷ Economic Wellbeing

To promote quality provision and celebrate excellence, CEI has developed a series of awards for secondary, primary and special schools and supporting organisations:

- ▷ Award for Excellence in Enterprise Education
- ▷ Award for Excellence in Work-related Learning
- ▷ National Standard for Work Experience Organisers
- ▷ National Standard for School Work Experience

These Awards are designed to encourage benchmarking, to support service development and to enable continuous improvement, by providing:

- ▷ An opportunity to review practice against a set of nationally recognised quality criteria
- ▷ Measures for benchmarking current practice, auditing strengths and areas for improvement, and for planning strategy and action
- ▷ National recognition through achieving an independently verified quality standard

For more information about CEI, contact:

Mrs Pat Lyness
Information Officer

☎ 024 7652 3948

🌐 www.warwick.ac.uk/cei



CEDAR

The Centre for Educational Development, Appraisal and Research (CEDAR) has an established reputation in educational research in its widest sense. It is part of the Faculty of Social Studies and works collaboratively with the Institute of Education.



CEDAR undertakes research projects varying across age ranges and across the traditional locations of schools, colleges and universities to include the cultural sector and the health service. The evaluation of new education initiatives is a particular feature of work at CEDAR.

CEDAR's clients include:

- ▷ Department for Children, Schools and Families
- ▷ Welsh Assembly
- ▷ Scottish Executive
- ▷ Department of Health
- ▷ European Union
- ▷ Economic Social and Research Council

- ▷ Charitable organisations, including: the Nuffield Foundation, the Gatsby and Esmée Fairbairn Charitable trusts, NCH
- ▷ Schools, LAs and health trusts
- ▷ The former National Academy for Gifted and Talented Youth
- ▷ Arts organisations (for example the Museums, Libraries and Archives Council)

CEDAR's research draws mainly upon the disciplines of education, psychology and sociology, with a particular focus on multidisciplinary research. We collaborate extensively with colleagues in the Institute of Education with curriculum or other phase specialisms. We also collaborate with colleagues from other universities and with practitioners such as psychologists and speech and language therapists.

The Psychology and Special Needs Research Unit within CEDAR undertakes research in special and inclusive education and in the delivery of psychology and special needs services.

CEDAR has a long-standing reputation at the forefront of developments in qualitative and quantitative research and consultancy.

We accept research students who register for a PhD with the Institute of Education.

For more information about CEDAR staff, current and recent research, publications, registration for a research degree, or requests for consultancy or to undertake research please contact:

Professor Geoff Lindsay

Director, CEDAR

☎ 024 7652 3638

🌐 www.warwick.ac.uk/cedar





Useful information



'PROFESSIONAL DEVELOPMENT IS RAPIDLY BECOMING PART OF A TEACHERS' DAILY PRACTICE. IT IS WONDERFUL TO SEE TEACHERS WORKING TOGETHER AND DEVELOPING INSIGHTS WHICH MAKE A SIGNIFICANT IMPACT ON THEIR APPROACHES TO TEACHING AND LEARNING'

Trevor Robinson, CPD Client Manager

ENTRY REQUIREMENTS

For The Warwick Masters in Education and our higher degrees, candidates are normally expected to hold a good honours degree (2:2 or above). We will also expect appropriate work experience or qualifications relevant to the specialism you wish to pursue.

Those who do not have English as a first language are also required to have a suitable qualification in English or to obtain one through our specialist pre-sessional classes:

🌐 <http://www2.warwick.ac.uk/fac/soc/celte/teaching/eltu/preessional>

LENGTH OF COURSES

The Warwick Masters in Education can be studied over 1 year full-time or between 2 and 4 years part-time.

MPhil 2 years full-time, 3 years part-time

PhD 3 years full-time, 5 years part-time

FEES

Fees are published in the brochure Graduate Study at Warwick, which can be obtained from:

✉ pgadmissions@warwick.ac.uk

🌐 www.warwick.ac.uk/study/postgraduate

Teachers with QTS may be eligible for discounts on fees through the TDA Postgraduate Professional Development Fund. Please ask for details from the Graduate Studies Office.

ACCREDITATION OF PRIOR LEARNING

Candidates with relevant prior learning will be eligible to apply for credit under the Credit Accumulation and Transfer Scheme (CATS).

Students holding a National Professional Qualification for Headship can gain credit towards a Warwick Masters in Education Degree. Students holding a National Professional Qualification in Integrated Centre Leadership may apply for credit towards the MA in Childhood in Society. Credit may be considered for certain other awards within 5 years of qualification.

We advise you to apply early to ensure that any exemption will operate with immediate effect.

STUDENTSHIPS AND AWARDS

For more information about scholarships and sources of funding contact:

Dr Sean Neill

☎ 024 7652 3836

✉ Sean.Neill@warwick.ac.uk

HOW TO APPLY

For further details and information about applying online, please contact:

Graduate Studies Office

(For information about Masters degrees)

☎ 024 7652 4889

✉ wie-grad@warwick.ac.uk

Research Office

(For information about Research degrees)

☎ 024 7652 4763

✉ wie-research-degrees@warwick.ac.uk

Warwick Institute of Education
University of Warwick
Coventry CV4 7AL

Part of a first-class university setting

The University of Warwick is situated on an attractive 290-hectare landscaped campus in the heart of England. It is well served by the UK's road and rail network, with Birmingham International Airport only 20 minutes away. We are easily accessible from all parts of the country.

THE LEARNING GRID

The Learning Grid offers an innovative, integrated and flexible 24-hour learning environment. Whether studying in groups or as an individual, you will be encouraged and supported in the use of a wide range of multimedia (including plasma screens, cleverboards, OHPs, flipcharts and video players) and print resources (such as careers information and reference materials). Help and advice using the equipment can be sought from 7:45 am through to 10:45 pm (10pm Fridays) and from 1:00 pm through to 6:00 pm on Saturdays and Sundays.

WARWICK ARTS CENTRE

One of the University's greatest assets is Warwick Arts Centre. It is the focus of both regional and campus cultural life. 250,000 people visit it each year and it is the largest centre of its kind in Britain outside London.

The Arts Centre boasts two theatres, a concert hall, cinema, art gallery, music centre, bookshop, gift shop, restaurant and café bar.

SPORTS & LEISURE

The University has excellent facilities for music makers and sports enthusiasts. Sports facilities have been upgraded recently with a £3m makeover. We have a new sports hall, a new health and fitness suite, an aerobics studio, a refurbished weight lifting room and a third all-weather pitch.

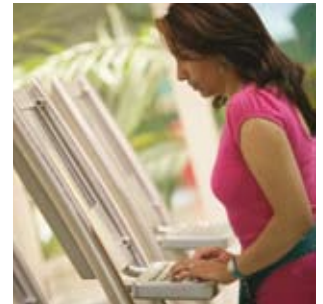
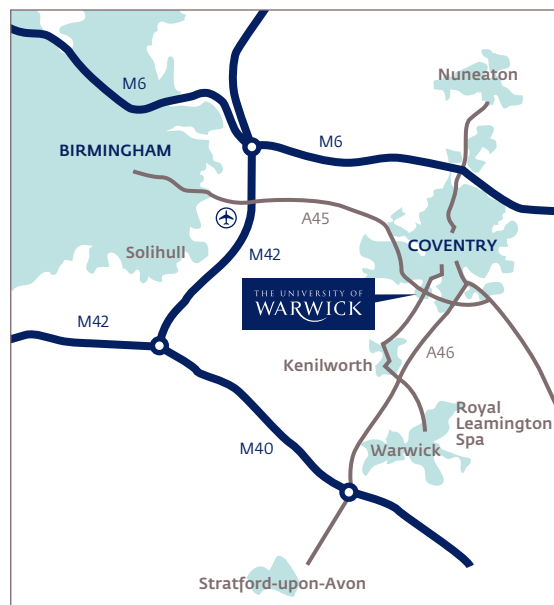
ACCOMMODATION

Finding a home while you are studying full time at Warwick need not be a concern. Whatever your needs, whether you are single or have a family, prefer to live on campus or in a local town, need accommodation all year round or only during term, the University's Accommodation Office can help you to find a place to live at a price you can afford.

For more information on life as a Warwick graduate student please see the University publication *Postgraduate Opportunities at Warwick*.

Request a brochure online at:

🌐 www.warwick.ac.uk/study/postgraduate



Getting in touch

Postgraduate study

T 024 7652 4489

E wie-grad@warwick.ac.uk

PGCE routes

T 024 7652 4208

E pgce@warwick.ac.uk

Research degrees

T 024 7652 4763

E wie-research-degrees@warwick.ac.uk

For further information about all our courses
and staff expertise visit our website:

<http://go.warwick.ac.uk/education>



The employment rate of postgraduates who have completed their course is typically 94% or higher. Warwick has almost 5,000 postgraduate students.



For the convenience of applicants, this programme is produced at the earliest date possible. The University, however, reserves the right to modify or cancel any statement in the guide, and accepts no responsibility for any consequences of such modification or cancellation.

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