

Please take a label  
and add your  
preferred given  
(first) name to it

Stick it on your top  
so we can see it 😊

UNIVERSITY  
OF WARWICK



# WELCOME TO THE CENTRE FOR EDUCATION STUDIES

UNIVERSITY  
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## Expectations and session info

- Make the most of the session.
- Engage; support your own learning and that of others.
- Ask questions – if there's anything you're unsure of or if you just want to know more.
- Avoid distractions (phones, laptops etc)
- We will have a short break (and opportunities in the session for moving around and talking to others too).





# Topics to be covered

- Welcome and introductions
- Key members of staff
- Communications in the Centre
- Introduction to MA Education
- Course Structure
- Choosing Modules
  
- Lots of opportunity to discuss!



# What do I need for this session?

- Lots of positive energy
- Willingness to talk to your classmates (and me!)
- A pen



- Dr Becky Morris
- MA Education Course Leader
- Education/background
- Teaching
- Research
- Additional roles in the Department





# Key contacts

**Dr Jacqueline Dynes**  
**Director of Postgraduate  
Taught Programmes**  
Room B1.27

**First point of contact for course  
related administrative issues:**  
[educationpostgrad@warwick.ac.uk](mailto:educationpostgrad@warwick.ac.uk)

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**PERSONAL TUTOR ...WILL BE ALLOCATED IN FIRST TWO WEEKS OF  
PROGRAMME**

# Let's find out about you...

Spend a few minutes doing the following to introduce yourself to your fellow students:

1. Tell them your name
2. Let them know where you are from (town, city, country etc).
3. Where are you living now?
4. Tell them what you studied for your undergraduate programme
5. Share one thing that you like doing in your spare time – it can be anything at all!



# Find Someone Who....



## Find Someone Who...

Move around the group and find someone who connects with each of the statements in the boxes. Write their names when you find them.

You can include additional information too e.g. if you find someone who has a pet, ask them what kind of pet and its name! [Try](#) to find a different person for each box...

Speaks more than one language...	Has had a job...	Can play a musical instrument...
Likes to play sport...	Has a pet...	Likes to dance...
Went on holiday this summer...	Has 1 or more siblings...	Has travelled to America...
Has watched a good film in the last month...	Has a birthday in September...	Wants to work in the field of education...

# Where we are and contact information



Based in Social  
Sciences  
building, 1<sup>st</sup> floor



The programme  
office is S1.76



The phone  
number is 02476  
150156



# Course aims and structure

## Choosing modules



# MA Education

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# Credit Accumulation and Transfer Scheme



EQ949 Research Methods in Education (30 CATS)

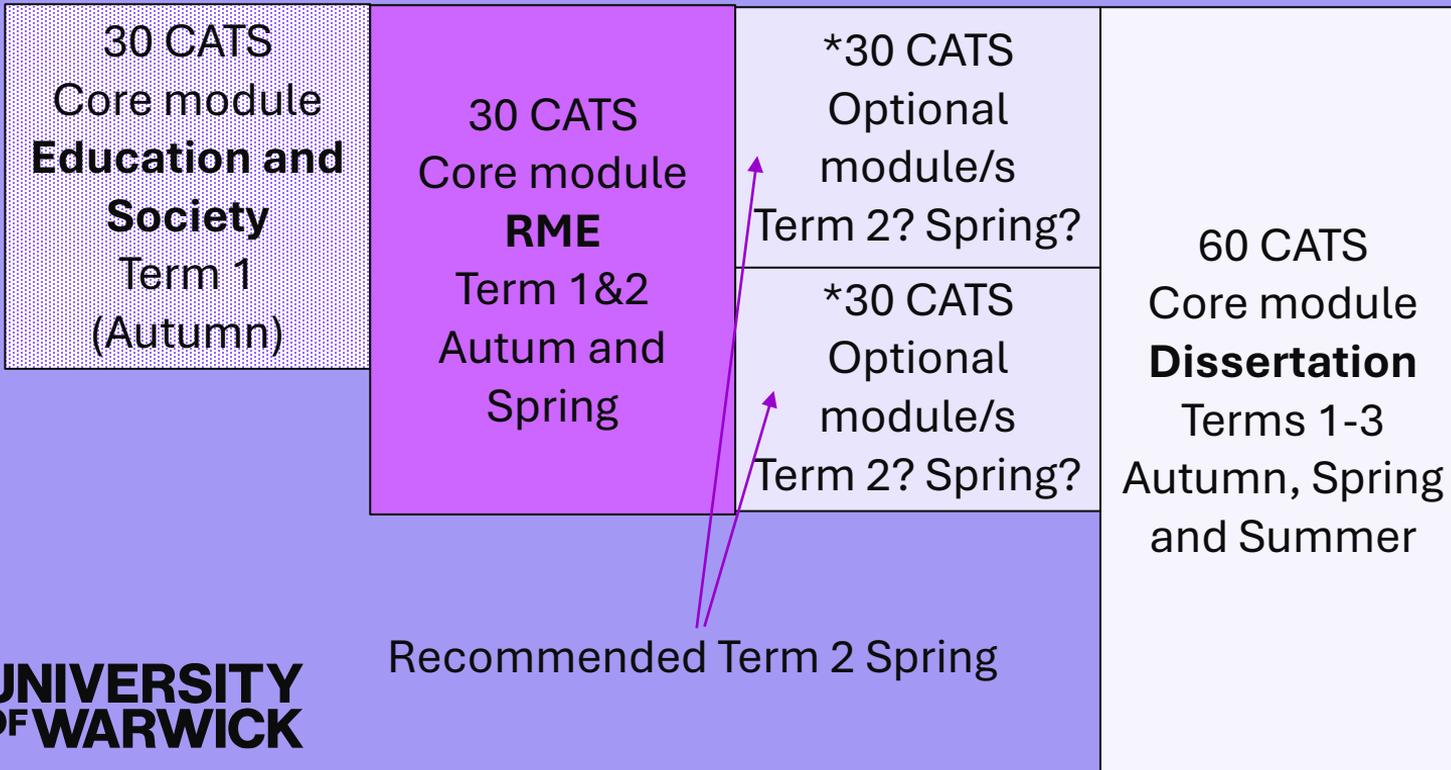
EQ936 Education and Society (30 CATS)

2 optional modules (2 x 30 CATS)

EQ 943 Dissertation (60 CATS)



<b>Core module</b> Education and Society 30 CATS	<b>Core module</b> Research Methods in Education 30 CATS
<b>Optional module</b> 30 CATS	<b>Optional module</b> 30 CATS
<b>Core module</b> Dissertation 60 CATS	





# Course structure (Part Time)

Components to be discussed with course leader

# Thinking about the field of education and becoming a *Master* of education...

1. Why do we study education? Why are *you* studying education?



# Thinking about the field and becoming a *Master of Education...*

2. What makes a  
'good' MA  
Education student?





# Module Choice



# Suggested modules



You are able to pick from [all available modules](#). Below are some examples of modules that fit well with the focus of your course.

EQ960 Education: Not Just the Classroom

EQ953 Comparative Perspectives on Higher Education

EQ930 Education for Sustainable Development

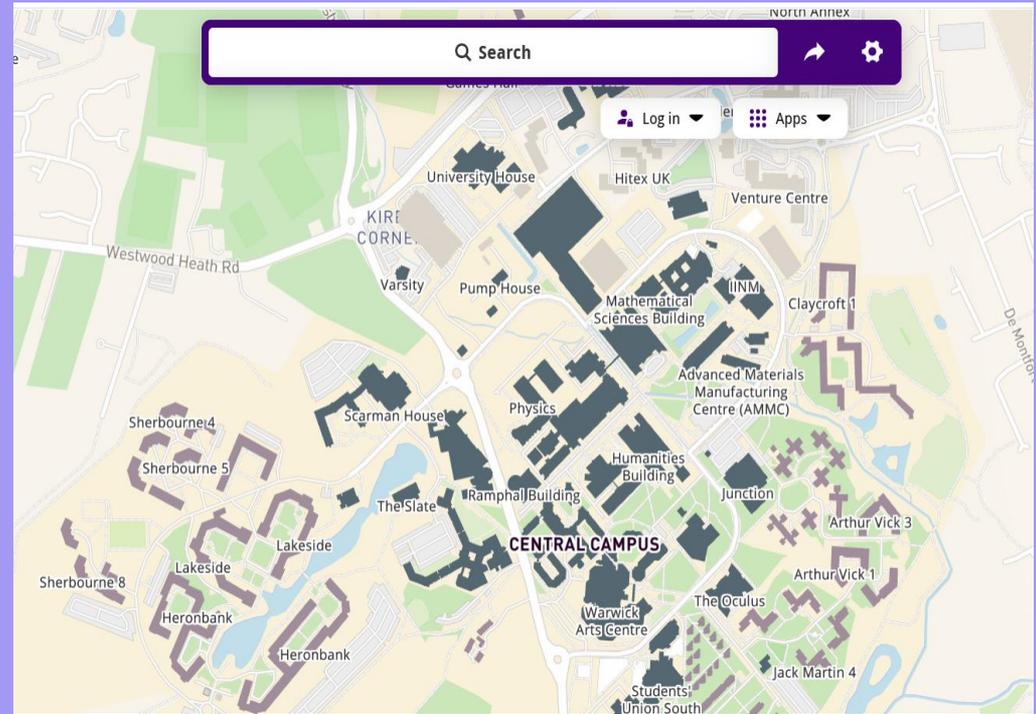
EQ951 Drama and Literacy

EQ930 Education for Sustainable Development

EQ948 Leading Educational Change and Improvement

IE904 Policy, Strategy and Resources

**Warwick  
Campus...  
where have  
you found  
so far?**



[Warwick Interactive Campus Map](#)





# How teaching and learning will take place



MIX OF TEACHING AND  
LEARNING TO SUIT  
MODULE – SEE MODULE  
INFORMATION FOR MORE  
DETAIL.



EXPECTED ATTENDANCE  
TO ALL SESSIONS (NO  
ONLINE ALTERNATIVES\*)



Most modules have 3 hours of teaching content, plus directed activities, each week

Most modules will have: Lecture Content, Seminar/Workshop Activities, Directed Activities

Some modules happen differently (e.g. RME, drama-focused modules) but will have the above elements

Every module has a Moodle

Education Studies

Home | Research | Current Students | Postgraduate | Research Centre | Staff | Staff Intranet

Postgraduate Taught Courses

 MA Childhood in Society	 MA Drama and Theatre Education	 MA Drama and English Language Teaching
 MA Educational Innovation	 MA Educational Leadership and Management	 MA Education
 MA Global Education and International Development	 MA Psychology and Education	 MA Religions and Education (Distance Learning)
 MA Islamic Education, Theory and Practice	 MA Religions, Society and Education (Christian Pathway)	 Postgraduate Award in Foundation Research Methods
 Postgraduate Award in Islamic Education	 MA Religions, Society and Education (Islamic Education Pathway)	 Postgraduate Award in Leading Educational Change and Improvement



MyWarwick & MyWarwick App




Download on the App Store

GET IT ON Google Play





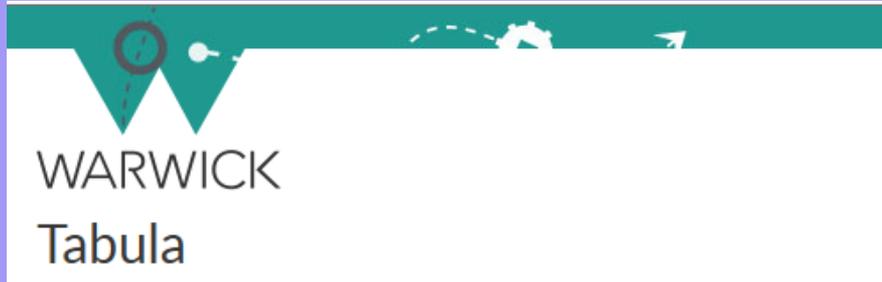
- Moodle is the University's Virtual Learning Environment (VLE); a web platform designed specifically to support the delivery of teaching and learning materials and activities.
- Moodle enables learning resources and activities to be collected into one online location offering users convenient 24/7 anywhere, anytime access
- Moodle can be used as a collaboration tool for tasks and activities, in and out of sessions
- Messages can be sent using Moodle Forums (delivered to your email)



# Email



- You will all have your own Warwick email account
- Please check this daily for information from the department and other university colleagues
- If needed, please respond to emails in a timely fashion.
- Use emails for communicating with module tutors, course leader and other staff members.
- Email is a professional form of communication – please remember this when writing to colleagues.



Education Studies uses Tabula to support the administration of teaching and learning. You can log in and:

- view your profile
- submit coursework
- apply for extensions
- view feedback on your assignments
- view and/or record meetings with Personal Tutors or Dissertation Supervisors

<https://tabula.warwick.ac.uk/>



# Education Studies Webpages

Here you can find...

[Course webpages](#) include links to course-specific regulations, and...

[PGT handbook](#)

Regulations and information for all Master's students in the Department and links to other university webpages of importance.

<https://warwick.ac.uk/fac/soc/ces/>

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The screenshot shows the University of Warwick website for the Education Studies department. At the top left is the 'UNIVERSITY OF WARWICK' logo, and at the top right is a search bar labeled 'Search Warwick'. Below the header is a navigation menu with links: 'Study with us', 'CES Research', 'Current Students', 'Our Learning Community', 'Our Values', 'Alumni', 'News and events', 'Our People', and 'Staff Intranet'. The main content area is divided into three columns. The first column is titled 'Current students' and features three images: a group of students in a courtyard, three students looking at a laptop, and two students in a library. The second column is titled 'News and events' and lists three items: 'Fri 11 Jul '25: New Research published to explore father involvement in raising children with learning and developmental disabilities', 'Tue 08 Jul '25: Publication of new student research', and 'Tue 20 May '25: Publication of new research in the British Educational Research Journal'. The third column is titled 'Non-ES Students' and includes a photo of students at a computer, a welcome message, and links to 'Education Studies Modules for Undergraduate Students', 'Education Studies Modules for Postgraduate Taught Students', 'Postgraduate Taught Handbook', and 'Undergraduate Handbook'. A fourth column titled 'Useful links' contains links for 'Welcome Information', 'Enhancement Tutor Scheme', 'Tabula', 'Moodle', 'My Warwick', and 'Wellbeing Support Services', along with a social media link for '@Warwick\_Edu on X'.

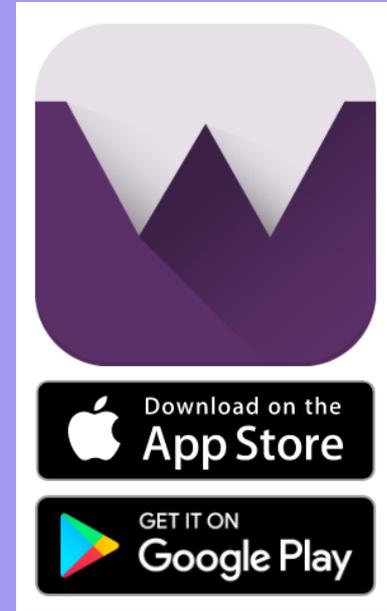
# Email and MyWarwick

The University and the Centre will **only** use your Warwick email

Use your Warwick email to write to university staff

Check your Warwick email regularly

[MyWarwick](#) (and the [MyWarwick App](#)) links to your email and many other useful resources.



# PGT HANDBOOK

Education Studies

[Study with us](#) | [CES Research](#) | [Current Students](#) | [Our Learning Community](#) | [Our Values](#) | [Alumni](#) | [PGT Courses](#) | [News and events](#) | [Our People](#) | [Staff Intranet](#)

[Postgraduate Taught Students Handbook](#)

## Postgraduate Taught Students Handbook

- [Introduction](#)
- [Welcome Week Information](#)
- [Contact Details and Staff Information](#)
- [Education Studies Community and Expectations](#)
- [Teaching and Learning within the Department](#)
- [Attendance](#)
- [Assessment and Feedback](#)
- [Student Voice](#)
- [Departmental IT Support Systems](#)
- [Additional Costs Associated with your Course](#)
- [University Resources and Support](#)
- [Wellbeing and Pastoral Support](#)
- [Dates and Forms](#)
- [University Governance and Important Links](#)

### Welcome

Welcome, or welcome back, to Education Studies, School of Education, Learning and Communication Sciences (SELCS). Some of you will have moved home or travelled a long way to join us, and some of you will be dividing your time between work and part-time study. Whatever your circumstances we are excited to have you as part of our community and look forward to learning and working with you.

This handbook contains advice and information to support you through your studies for the coming year. Inside you will find information about our Education Studies community, your programme of study, School and University information, policies, regulations and expectations. It will be an invaluable guide for you as you progress through your course so please familiarise yourself with the contents. Information in this handbook is updated regularly so please ensure you re-visit it to get the most up to date information.

Additional course specific regulations can be found on your course web page. If you have any questions about anything procedural, then the answer will almost certainly be in this handbook, so we encourage you to look here first.

Dr Sarah Dahl  
Head of Education Studies



This handbook contains information about undergraduate study in the Department of Education Studies specifically and should be used in conjunction with the [University's Welcome Guide](#) and [University Regulations](#). Nothing in this handbook overrides the University Regulations. Every effort is made to ensure that the information contained in this handbook is correct at the time of publication. This handbook is tailored to the 2025/26 academic year and changes will be made every year.



# Studying at Master's Level

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Settling in/teething problems

New opportunities

Lots of new information!

New topics of study and expectations



I feel...



Anything else...? 😊

# Do you have a specialism?



During the year you can develop a specialism which is a focus of your assignments and/or dissertation (e.g. a region or a topic)

Or you can use the year to explore different areas

Modules you choose will shape this as well

But this does need to avoid duplicating work and self-plagiarism



# Master's level work



**What marks out  
Master's level from  
undergraduate  
study?**

- Engagement with literature (breadth and depth)
- Critical analysis
- Identifying independent paths of study and potential for development of specialism
- Taking the initiative in terms of independent study and identifying need for help (substantive independent work outside sessions)

**Dissertation**

- Substantial piece of independent research

# What areas of education are you interested in?

Discuss this on your table and add any of your thoughts to the flip chart paper.



## What would you like to learn more about?



# Time

1 CATS credit equates to roughly 10 hours of work

Includes taught sessions, directed activities, guided and independent reading, assignment preparation and writing, any other work for the module





# Support

- Personal Tutor → Senior Tutor
- Course Leader → Director of PGT
- Office hours and tutorials
- Email
- Module tutor/s
- Dissertation supervisor
- Programme Officers
- University Wellbeing services



# Academic integrity and avoiding plagiarism

On your course you will explore and engage with academic debate in the field.

This means using appropriate conventions to identify what others have said and what you think that means; making clear what your view is.

It is also about identifying when you are using the words of others and when you are using your own words too.

Quoting, paraphrasing and accurate referencing are key.

## Support and training



Compulsory Academic Conduct and Integrity session.  
Regular academic support sessions in the 'Spotlight' series

The Warwick Award (developing employability skills) from Student Opportunity

PG Hub sessions

Academic and study skills Moodle

Education Studies Policy – see PGT handbook for links and information

# Proofreading policy



It is considered acceptable for proofreaders to identify, but not make corrections to:

- ❖ common typographical, spelling or punctuation errors;
- ❖ formatting and layout errors and inconsistencies such as page numbers, line spacing, font size, headers and footers;
- ❖ grammatical and syntactical errors and anomalies;
- ❖ lexical repetition or omissions;
- ❖ sections of text where the meaning is ambiguous;
- ❖ minor formatting errors in referencing (for consistency and order);
- ❖ errors in the labelling of diagrams, charts & figures.

# Proofreading policy



The University DOES NOT consider it acceptable practice for proofreaders to amend existing content – whether through addition or reduction and, in particular, it prohibits proofreaders to:

Rewrite content where meaning is ambiguous;

Add to existing content;

Alter argument or logic where faulty;

Re-arrange or re-order sentences to enhance structure or argument;

Implement or alter a referencing system or add to references;

Check or correct facts, data calculations, formulae or equations;

Translate text drafted by students, noting that this does not prohibit translation of source material as long as it is properly referenced.

**Is there  
anything  
you are  
worried  
about?**

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# Staying Safe Community Expectations Staying in Touch



# Stay Safe Hub

## Tips on avoiding scams

- Online
- Telephone
- Looking for accommodation

## Personal safety guidance and information

## Wellbeing

### Stay Safe Hub

Find out more about tips on how to avoid scams online, via telephone, and when looking for accommodation, and how to look after your personal safety when you're online and out and about on campus and beyond.

📍 Accommodation  
Tips



→ Cyber Security  
Tips



📄 Digital and Information Strategy and  
updates from Warwick





# Community and expectations

- ❑ **Creating a supportive** community environment based on dignity and respect.

- ❑ **Academic Expectations**

- ❑ Support provided
- ❑ Participation and engagement with activities and feedback
- ❑ Electronic devices (including phones) for study purposes only during sessions

- ❑ **Interpersonal Expectations**

- ❑ Listen to all contributions and be patient if you do not understand or hear at first
- ❑ Use of language (e.g. no slang or text speak)
- ❑ Care about wellbeing

# Range of ways to hear from you

- Ongoing feedback – in sessions or to course leader/personal tutor
- [Your Thoughts](#) (anonymous webpage submission)
- Module evaluations
- Staff Student Liaison Committee (SSLC)



# Student-Staff Liaison Committee



- Representatives needed to represent the interests of the students on each MA course
- Gather feedback and suggestions from other students
- Represent your MA in SSLC meetings
- Training soon
- More information from Director of Student Experience





# What's Next?



# Module Choice

You MUST be enrolled to choose modules

[University of Warwick: Enrolment](#)

Module choice page



# In the Centre and across campus



**Wednesday:** 10:00-13:00 PGT Essentials with Dr  
Jacqueline Dynes L3 Chemistry Corridor

**Thursday:** SU Societies Fair

**Friday:** Sports day across campus

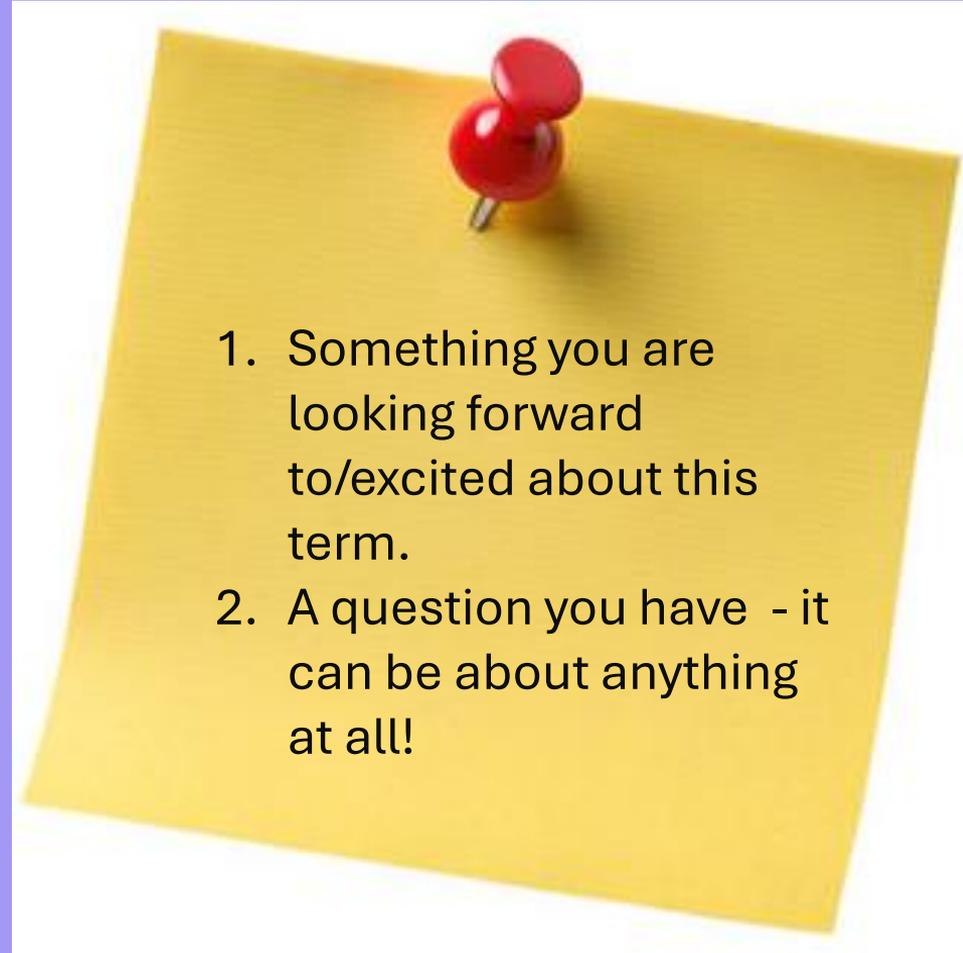
[Checklist for new students](#)

[Welcome Week University of Warwick](#)

# Last task...

On your post-it, please include the following two things:

I will collate all your questions and share a response to them with you all. That way you should have lots of answers to any questions you have! 😊



1. Something you are looking forward to/excited about this term.
2. A question you have - it can be about anything at all!

**Thanks everyone!**

**Any questions?**

**Feel free to stay behind  
and chat with me now or  
email me.**

**[Rebecca.e.morris@warwick.ac.uk](mailto:Rebecca.e.morris@warwick.ac.uk)**

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**See you  
soon!**

**Next stop –  
Campus  
Trail!**

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