SET YOUR SKILLS LEVEL

HIGHER

CENTRE FOR EDUCATION STUDIES
POSTGRADUATE TAUGHT PROGRAMMES 2019/20

WARWICK
THE UNIVERSITY OF WARWICK
WHEN STUDYING OUR POSTGRADUATE TAUGHT MA COURSES, IT’S MORE THAN YOUR THINKING THAT COULD BE TRANSFORMED - IT’S YOUR CAREER DEVELOPMENT.

Our Master’s courses will provide you with a comprehensive skillset, one to improve the way you currently approach your work, or open doors to more satisfying, challenging career options.

The courses are underpinned by research-informed practice, and you’ll be invited to refine your own research abilities and critique the findings of others. You’ll find yourself increasingly involved in team work, simulations and presentations, helping you build confidence for the type of scenarios which are commonplace in the working environment. Workshops, masterclasses and study skills sessions will give you the ideal opportunity to hone your capabilities, and to pose questions to our friendly, expert academic staff.

Your expanded skillset can be developed within the area of education that’s most relevant to you - this could be in the classroom, a more general educational environment, or within academia through further study. Warwick offers a broad range of courses, featuring flexibility that allows you to make your option choices and assignments relevant to the work you do, or aspire to do in the future.

What that future holds is up to you. At Warwick, you’ll take your learning of education to new levels and, at the same time, transform your ability to prosper in the workplace. We’ll inspire you to make an educated choice as to what workplace is right for you.
WHY WARWICK

WE’RE A WORLD-LEADING UNIVERSITY, WITH A REPUTATION FOR BOTH RESEARCH EXCELLENCE AND A BUSINESS SENSIBILITY THAT INFUSES OUR INNOVATIVE TEACHING.

We provide you with the opportunity to learn from experts and to become an expert in your own right.

Surrounded by intelligent people who challenge, we’ll push you to question what you know and we’ll prompt you to ask new questions. But, throughout, we’ll encourage you and give you the backing you need to excel. On a safe, welcoming campus that has everything you need to study, live and enrich your experience, you’ll become part of a supportive international community. You’ll enjoy a location that gives you the perfect balance of city life and beautiful countryside. This focused learning environment will enable you to thrive. To satisfy your intellectual curiosity, immersed in a place where knowledge is both shared and created. And if you want to further pursue your academic interests, we’ll give you the tools to follow your curiosity deeper or in new directions. So become a leader. Become an innovator. Become a respected voice.

Whatever you aim to achieve, be reassured that your study will put you in the best position to progress. That your experience at Warwick will set you apart. And that, by choosing to join us, you’ll put yourself towards the front of the line when it comes to transformative learning, research and career opportunities.

OUR DEPARTMENT

EDUCATION PROVIDES US WITH ONE OF THE MOST ESSENTIAL FOUNDATIONS FOR LIFE IN A FAIR AND EQUITABLE SOCIETY.

What could be more important and more interesting than studying how people learn and the ways in which society and its cultures enable or prevent them from doing this? Education is a subject that my colleagues are passionate about and we look forward to sharing our enthusiasm and expertise through our teaching and our research.

Collectively, the team possess diverse research expertise in a number of areas. We make sure we’re on hand to share that knowledge with you, in an accessible, collaborative working environment.

We understand that education moves fast, which is why our research-informed approach will ensure your knowledge keeps up with changing times. And education is a multi-faceted topic, which is why we’re geared up to work nimbly across disciplines.

This is what our department will provide for you. And, if you’re ready to work hard and share our passion for education studies, you’ll find postgraduate life at Warwick will provide you with enormous rewards.

PROFESSOR EMMA SMITH
Director, Centre for Education Studies
MA EDUCATIONAL STUDIES

AVAILABLE | FULL-TIME
ENTRY REQUIREMENTS | 2:II UNDERGRADUATE DEGREE (OR EQUIVALENT) IN A RELATED SUBJECT

Our Educational Studies course offers a space for you to develop critical understandings of educational policy, history, theory and practice. You’ll explore debates about the purposes of education across all its phases and examine relationships between education and wider society.

You’ll consider the social purposes of education, examining the role that education plays in society, and consider issues such as social provision, education and the economy, equality and diversity. We look at how such concerns have informed developments in schools, post-compulsory and higher education.

By bringing together research and theory with your own educational experiences, you’ll develop your own practice and understandings of the context in which they work.

CORE MODULES
- Foundation Research Methods
- Dissertation
- Teaching Learning and Assessment
- Education Policy and Society

OPTIONAL MODULES
- Early Intervention
- Individual Differences: Theory and Classroom
- Leading Educational Change and Improvement
- Policy Strategy and Resources
- Education for Sustainable Development

EARLY INTERVENTION
This module will provide an overview of early intervention as a means of improving the life chances of children, with particular reference to addressing the adverse effect of social disadvantage and special educational needs and disabilities, especially autism or intellectual disability. By the end of the module you’ll understand the rationale and research basis for early intervention, recent and current large scale examples of early intervention and programmes, and identify the actions needed for implementing an early intervention programme at local level.

TEACHING LEARNING AND ASSESSMENT
You will learn the pedagogical and theoretical foundations that underpin teaching, learning and assessment addressing gaps in UK education knowledge and understanding, and focussing on some fundamental elements in education: Effective teaching; how learning takes place; and the contribution of assessment to these processes.

EDUCATION POLICY AND SOCIETY
The module will enable you to develop your ability to critically analyse dominant educational ideologies, policies and practices; to develop a clearer ‘big picture’ understanding of the broader structures and forces that are affecting schools, colleges, universities and education systems today and to discover and engage with models of education and training at the early childhood, primary, secondary and post-secondary levels, and in international contexts.

“The educational studies programme enabled me to have a deep understanding of UK educational system and also educational issues all over the world. For example, educational equity and educational policy. As an international student ces classes give students many opportunities to show their talents and to share their ideas with lecturers and classmates. Also, a variety of events and activities are organised to make life at CES more colourful. Enjoy the educational experience at CES!”

YUE LI
MA PSYCHOLOGY & EDUCATION

AVAILABLE | FULL-TIME AND PART-TIME
ENTRY REQUIREMENTS | 2:II UNDERGRADUATE DEGREE (OR EQUIVALENT) IN A RELATED SUBJECT

Psychology has an important role to play in understanding how children and young people think, learn, feel and behave in various contexts, including family, school and the community. Through this course, we explore how psychology and education come together to improve children’s life chances.

This course is ideal for you if your interest lies at the interface of applied psychological research and real-world applications in educational contexts. We focus on evidence-based practice both from the point of view of building the evidence base through research, but also from an applied perspective e.g., learning and practising behavioural skills that are core components of evidence-based approaches.

Whether your background is in psychology, education, social sciences or a related discipline, and whether you’re a student or currently working as a practitioner, educationalist or in the voluntary sector, this course is designed to provide you with the latest evidence from applied research. Our focus on what works for improving children’s academic, emotional, behavioural and social outcomes, how evidence for practice is generated, and the current state of play in early intervention for children at risk or children with special education needs.

CORE MODULES
- Special Educational Needs and Evidence-Based Practices
- Early Intervention
- Research Methods in Psychology and Education
- Dissertation in Psychology and Education

OPTIONAL MODULES INCLUDE
- Individual Differences: Theory and Classroom
- Education for Sustainable Development
- Leading Educational Change and Improvement
- Policy Strategy and Resources

SPECIAL EDUCATIONAL NEEDS AND EVIDENCED-BASED PRACTICES
The aim of this module is to engage with current topics in the policy and research that sit at the interface of psychology and education: the module will examine current policies around special educational needs, along with research around the academic and behavioural profiles of children with different types of primary need (e.g., autism, intellectual disability). In parallel, the module will focus on evidence-based practice, reviewing approaches to generating evidence, and examining in more depth approaches to intervention that have been shown effective for improving outcomes in children and their environment.

INDIVIDUAL DIFFERENCES: THEORY AND CLASSROOM
Have you ever wondered how the aspects of our psychology which can make us unique as humans (e.g., our personality, our moods and emotions) might influence the way we interact with the learning environment? This module examines the research and theory behind our understanding of individual differences, and their role in the classroom context. Specifically, it will address issues around personality, intelligence and emotion theory and research in an interactive way, as well as their application to individual wellbeing. In turn, it will consider how each factor might contribute to the learner’s experience of education. This will give students the opportunity to reflect on their own unique contribution to the learning environment, as well as the similarities and differences we see between humans as a species.

“I thoroughly enjoyed my time on the MA Psychology & Education course and the diverse range of modules that the course had to offer. I particularly enjoyed the modules of ‘early intervention’ and ‘sen and evidence-based practices’, which will be useful going forward when I begin my educational psychology doctorate.

The dissertation provided me with the opportunity to work closely with a senior research fellow to explore areas that I have a keen interest in.”

CATHERINE TURVEY
MA GLOBAL EDUCATION AND INTERNATIONAL DEVELOPMENT

AVAILABLE FULL-TIME AND PART-TIME
ENTRY REQUIREMENTS 2:II UNDERGRADUATE DEGREE (OR EQUIVALENT) IN A RELATED SUBJECT

Education plays a variety of often contradictory roles in public debates, policy discourses, and academic research related to globalisation and international development. Education may be seen as the silver bullet, the solution to global inequalities and the vehicle for economic and social development. Alternatively, education is blamed for not delivering its promise, or even for reproducing or exacerbating the very problems it was supposed to solve. Education systems and institutions are themselves sites which are affected by patterns of globalisation and policy changes regarding development and aid. Increasingly we are moving into a 'post development' era, where it is no longer possible to separate the globe into clear-cut regions that are designated as 'developed' and 'developing'; local, regional and international connections and transitions demand that we refocus attempts to understand and theorise the role of education in contemporary society. Education policy and practice faces the imperative of adapting to enhanced mobility and immobility, changing political regimes, and the ever-shifting relationship between education and social change.

MA Global Education and International Development addresses this complex array of interconnected challenges and issues in relation to education, understood in its broadest sense. During the course we bring together theoretical and conceptual challenges with applied considerations for education practitioners and development interventions.

CORE MODULES
► Understanding Global Education and International Development
► Foundation Research Methods in Education OR
► Foundation Research Methods in Education (Online)
► Dissertation

OPTIONAL MODULES INCLUDE
► Education for Sustainable Development
► Leading Educational Change and Improvement
► Policy Strategy and Resources
► Early Intervention
► Individual Differences: Theory and Classroom
► Enacting Global Education and International Development (Professional Placement)

UNDERSTANDING GLOBAL EDUCATION AND INTERNATIONAL DEVELOPMENT

The focus of this module is on the changing global patterns in the way that education systems are being regulated and in populations' participation in education systems and processes. The changes that education is experiencing as a conceptual space, as systems and institutions, and as individuals' everyday experiences, demand a contemporary approach to the study of education for practice as well as purely academic purposes. The module covers theoretical frameworks and key topics relating to education, globalisation and international development.

ENACTING GLOBAL EDUCATION AND INTERNATIONAL DEVELOPMENT

This module is for students who have already taken the Understanding Global Education and International Development module. The module involves two parts: a professional placement and a series of practical lectures on understanding and producing education policy. The module aims to enhance students' understanding of the realm of education policy and policy-related work. Furthermore, the module explores technical and conceptual features of different types of policy writing (e.g. research report, evidence brief).

Note: Some placements will require a DBS check or certificate of good conduct for international students.

“The best aspect of MA GEID was the placement. I have improved my communication skills and it was beneficial for me to work with colleagues and managers.

I recommend this course because it is not only about learning academic knowledge but also accessing work experience.”

HUI XIANG
MA CHILDHOOD IN SOCIETY

AVAILABLE | FULL-TIME AND PART-TIME
ENTRY REQUIREMENTS | 2:II UNDERGRADUATE DEGREE (OR EQUIVALENT) IN A RELATED SUBJECT

This course explores childhood from an interdisciplinary and international perspective.

During this course you will gain a familiarity with interdisciplinary perspectives and frameworks from fields such as education, psychology, sociology and social policy in the study of children and childhood. On this course we engage with the debates, analysis and critique of current international and national research. We also explore the policy and practice implications of such research. You will critically explore key childhood related themes, including child development, children’s rights and the global child, and you will develop an understanding of key issues in relation to children, and become familiar with the diversity of children’s experiences over time and space.

CORE MODULES
- Intercultural Approaches to Childhood
- Foundation Research Methods in Education OR
- Foundation Research Methods in Education (Available Online)
- Dissertation

OPTIONAL MODULES INCLUDE
- The Young Child in Context
- Children, Education and Social Inclusion
- Understanding Global Education and International Development
- Special Educational Needs and Evidence-Based Practices
- Education for Sustainable Development

MA EDUCATIONAL LEADERSHIP AND MANAGEMENT

AVAILABLE | FULL-TIME AND PART-TIME
ENTRY REQUIREMENTS | 2:II UNDERGRADUATE DEGREE (OR EQUIVALENT) IN A RELATED SUBJECT

This course is designed to develop your knowledge and skills in leadership and management in an educational setting. This programme offers you a unique opportunity to customise your learning to match your professional background, needs and aspirations. Assessments are individually tailored making each topic highly relevant to your particular context.

To maximise your learning potential, you will receive individualised attention and the flexibility to select from a wide range of modules. The programme is research driven but with a strong focus on professional practice, making it suitable for establishing an academic career or pursuing middle and senior leadership roles in educational organisations.

CORE MODULES
- Leading Educational Change & Improvement
- Researching Educational Leadership Dissertation and Management OR
- Foundation Research Methods in Education (Available Online)
- FRM and Dissertation

OPTIONAL MODULES INCLUDE
- Early Intervention
- Individual Differences: Theory and Classroom
- Policy Strategy and Resources
- Education for Sustainable Development
MA DRAMA AND THEATRE EDUCATION

AVAILABLE | FULL-TIME AND PART-TIME
ENTRY REQUIREMENTS | 2:II UNDERGRADUATE DEGREE (OR EQUIVALENT) IN A RELATED SUBJECT

This course offers the opportunity to expand your understanding of drama and theatre and the ways it can be taught in schools and applied in other educational and community settings.

In particular, we explore the distinctions between drama and theatre as subjects in the curriculum and as pedagogic tools used to activate learning.

The course is designed for drama educators in a school, college or a community and educational theatre setting. The course aims to provide students with a deeper theoretical understanding of drama and theatre education as well as performance studies. Furthermore, through the expertise of the course tutors and their links with theatre and education companies, you will observe and engage in practical projects.

Core Modules
- Research Methods
- Dissertation for Drama and Theatre Education

Optional Modules
- Drama with Creative Learning
- Drama and Literacy
- The Role of Story in Drama and Theatre Education
- Drama and Theatre Studies in Theatre and Practice

Drama for Creative Learning
This module will introduce and examine key concepts and questions of ‘creativity’ in teaching and learning. It will cast a critical eye on what has become a pervasive concept in education. It will question the value of ‘creativity’ and the role of drama and theatre as a creative art form with particular reference to relevant play, cognition and curriculum theories. We will consider past and present models of drama as a cross-curricular method. This will also include an exploration of the divisive debates about teaching drama as a discrete subject and using drama as a pedagogical tool.

Drama and Literacy
This module is designed to reflect the significant pedagogic relationship between drama education and approaches to the teaching of literacy. The module explores key concepts of literacy acknowledged in the National Curriculum (England) and also wider considerations of literacy to provide various contexts for applying theoretical and practical perspectives. Teaching will be largely practical in nature, with opportunities to co-create literacy-rich drama explorations.

“I chose Warwick because it is a world leader in education. The MA in drama and theatre education course offered the opportunity to study alongside an international community from over 10 countries. The rich conversations, methodologies and research I undertook have continued to enhance my teaching. However, what I value most are the lifelong friendships I fostered.”

Dave Flynn (ireland)
Mainstream Primary Teacher
I came to the university of warwick to study because I wanted to learn something new related to Drama Education. When I first read about the ma in drama and english language teaching, I thought it is exactly what I am looking for. I had a great experience since the ma contributed to broaden my concept of drama. However, it was the ma tutors’ passion and enthusiasm that I valued the most.

It was a privilege to learn first hand from their valuable views and experiences. Not only did they provide me with many innovative and inspiring ways of using drama in my classroom activities, but they also encouraged me to keep exploring new approaches in my own teaching.

MAYTE SALGADO (SPAIN)
English Primary Teacher
MA EDUCATIONAL INNOVATION

AVAILABLE | FULL-TIME AND PART-TIME
ENTRY REQUIREMENTS | 2:II UNDERGRADUATE DEGREE (OR EQUIVALENT) IN A RELATED SUBJECT

This is a flexible education studies course and although it can be studied full-time, it is designed mainly for students currently working in education or related areas, who wish to fit part-time study around their work commitments. Those applying to part-time study may be eligible to apply for Accreditation of Prior Learning which is now referred to as Recognition of Prior Learning (RPL) on the university website.

MA Educational Innovation offers a space for students to develop critical understandings of educational policy, history, theory and practice. We’ll explore debates about the purposes of education across all its phases and examine relationships between education and wider society.

You’ll consider the social purposes of education, examining the role that education plays in society, and considering issues such as social provision, education and the economy, equality and diversity. We look at how such concerns have informed developments in schools, post-compulsory and higher education.

CORE MODULES
- Foundation Research Methods in Education (Available Online)
- Dissertation

OPTIONAL MODULES INCLUDE
- Teaching Learning and Assessment
- Education Policy and Society
- Understanding Global Engagement and International Development
- Special Educational Needs and Evidence Practices
- Foundations in Islamic Education
- Early Intervention
- Individual Differences: Theory and Classroom
- Leading Educational Change and Improvement
- Policy Strategy and Resources
- Education for Sustainable Development

TEACHING LEARNING AND ASSESSMENT

You will learn the pedagogical and theoretical foundations that underpin teaching, learning and assessment, addressing gaps in UK education knowledge and understanding, and focusing on some fundamental elements in education: Effective teaching: how learning takes place; and the contribution of assessment to these processes.

I’ve really enjoyed my time studying at warwick and found the course had a great balance that allowed me to both work independently and seek advice when needed. Despite studying part-time, I didn’t feel I had any less support or access to facilities such as the Post Grad hub which I used often. I was encouraged to do my best and always felt the department had my best interests at heart.

EMILY DAVIS
MA RELIGIONS AND EDUCATION (DISTANCE LEARNING)

As an RE teacher I am always looking to better my own knowledge and practice and knew from looking at the course details that it would do exactly that for me.

NILAM KAUR

The main reason for choosing to complete my MA was an interest in re-engaging with academia. The choice of course was also, in part due to the convenience of it being by distance learning as regular travel to complete a course would have been impossible to juggle with work and family life.

SIOBHAN CRAWFORD

This flexible course is aimed at teachers of religious education and related subjects, and those working with young people in a faith or belief context.

You will have the opportunity to engage with the internationally recognised curriculum development work of the Warwick Religions and Education Research Unit, and with its qualitative and quantitative research in the field of religions and education.

The course will give you an opportunity to explore the relationship between religions and education, and a wide range of issues and approaches. Students are encouraged to relate their studies to their professional knowledge and experiences and to develop essay and dissertation topics that will be of value in their professional settings.

There are no university-based sessions but you will be in weekly contact with a tutor who will comment on short tasks related to the reading provided. The Postgraduate Certificate is a subset of the MA and consists of two modules from the MA course.

**AVAILABLE** PART-TIME

**ENTRY REQUIREMENTS** 2:II UNDERGRADUATE DEGREE (OR EQUIVALENT) IN A RELATED SUBJECT

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**CORE MODULES**
- Research Methods in Religious Education
- Dissertation

**OPTIONAL MODULES**
- Current Issues in Religious Education
- Interpreting Religious Worldviews
- Interfaith Dialogue with Young People
- Critical Study

**AVAILABLE** PART-TIME

**ENTRY REQUIREMENTS** 2:II UNDERGRADUATE DEGREE (OR EQUIVALENT) IN A RELATED SUBJECT

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NILAM KAUR

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SIOBHAN CRAWFORD
MA RELIGIONS, SOCIETY AND EDUCATION (ISLAMIC EDUCATION)

AVAILABLE | FULL-TIME AND PART-TIME
ENTRY REQUIREMENTS | 2.2 UNDERGRADUATE DEGREE (OR EQUIVALENT) IN A RELATED SUBJECT

This course enables diverse groups of teachers and Muslim educators to become research-based reflective practitioners whilst facilitating teaching and learning of Muslim faith and its historical and modern expressions within diverse contemporary educational settings. By adopting an interdisciplinary research framework, you’ll critically examine perceptions of education in Muslim textual sources and intellectual heritage as well as engage with modern educational theory and pedagogic practice. The course facilitates a research-based critical engagement with theory and practice of Islamic Education within contemporary Muslim minority and majority contexts.

You’ll develop your ability to engage, apply and develop a range of research and methodological approaches to your own professional practice and provide opportunities for your own professional development and reflection. Emphasis is placed on providing you with the opportunity to engage with a range of dynamic and challenging concepts and methods and to apply these to your professional experience and contexts. As an independent practitioner in Islamic Education, you will apply, develop and extend your own professional practice and academic skills, culminating in the submission of an extended study in the form of a 20,000-word dissertation.

This programme draws on current staff research and teaching expertise as well as both academic and professional relationships developed by staff in the Warwick Religions and Education Research Unit (WRERU) within CES.

CORE MODULES
- Education Theory Studies in Islamic Education
- Qualitative Studies in Islamic Education
- Quantitative Studies in Islamic Education
- Dissertation

SELECTION OF CORE AND OPTIONAL MODULES
- Foundations of Islamic Education
- Historical Studies in Islamic Education
- Theological Studies in Islamic Education
- Philosophical Studies Islamic Education

POSTGRADUATE AWARD IN ISLAMIC EDUCATION
AVAILABLE | ONE TERM
ENTRY REQUIREMENTS | 2.2 UNDERGRADUATE DEGREE (OR EQUIVALENT)

The Postgraduate Award in Islamic Education is designed as a bridge course helping participants to develop a reflective academic grounding in the foundations of Islamic Education.

POSTGRADUATE AWARD IN LEADING EDUCATIONAL CHANGE AND IMPROVEMENT
AVAILABLE | ONE TERM - TAUGHT OR DISTANCE LEARNING
ENTRY REQUIREMENTS | 2.2 UNDERGRADUATE DEGREE (OR EQUIVALENT) IN A RELATED SUBJECT

This course will allow you to develop an understanding of educational change and improvement from a research and practical perspective, and look at how that can impact teaching and learning outcomes. You will be comparing, evaluating and critiquing international reform efforts and developing knowledge about the dynamics of leading improvement as a strategy for change.

POSTGRADUATE AWARD IN FOUNDATION RESEARCH METHODS IN EDUCATION
AVAILABLE | ONE TERM - TAUGHT OR AVAILABLE ONLINE
ENTRY REQUIREMENTS | 2.2 UNDERGRADUATE DEGREE (OR EQUIVALENT) IN A RELATED SUBJECT

This course will engage students in understanding, designing and implementing research in the field of education. It will introduce them to a range of established research strategies and techniques, including data collection and analysis that will students to design and carry out a research project as well as to disseminate its findings.
Course information was accurate at the time of printing. Our course and module content and schedule is continually reviewed and updated to reflect the latest research expertise at Warwick, so it is therefore very important that you check the website for the latest information before you apply and when you accept an offer. See our website for the latest information warwick.ac.uk/fac/soc/ces/