THE UNIVERSITY OF THE WEST INDIES
FIVE ISLANDS CAMPUS

SCHOOL OF HUMANITIES AND EDUCATION
FIVE ISLANDS CAMPUS
STUDENT HANDBOOK
2021/2022

The University of the West Indies
School of Humanities and Education
FIVE ISLANDS CAMPUS

Undergraduate Handbook

2021/2022

MISSION: To advance learning create knowledge and foster innovation for the positive transformation of the Caribbean and wider world.

VISION: To be an excellent global university rooted in the Caribbean.

CORE VALUES: integrity, intellectual freedom, excellence, civic responsibility, accessibility, diversity, equity

ABOUT THE FIVE ISLANDS CAMPUS (FIC): *FIC is UWI's 5th campus and 4th landed campus located in Antigua and Barbuda. Approval was given for establishment on May 29th 2019.*

DISCLAIMER

The information in this handbook is accurate at the time of printing and publishing electronically. However, students are encouraged to check with the School's Office as well as the respective departments and coordinators during the academic year for any clarifications needed as well as updates.

Notwithstanding the contents of School Handbook, course outlines or any other course materials provided by The University, The University reserves the right at any time to altogether withdraw or modify programmes or courses as it deems necessary.

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PURPOSE OF THE HANDBOOK

This handbook is intended for use by new students and provides information on all the courses and programmes of study offered by the School for the academic year 2021-2022. The handbook also sets out those regulations of the School (registration, the award of degree, leave of absence, plagiarism policy etc.) which are essential for students to know. The regulations contained herein, should however be used as a supplement rather than a substitute for the official sources of university policies and procedures.

It is important that the programme requirements outlined in this handbook are strictly observed by:

- all newly admitted students (i.e. those accepted to the School for the 2021/2022 academic year)
- all students who transferred into the School during the said academic year
- those students who were approved for a change of Major/Special within the School during the 2021/2022 academic year

Continuing students must refer to the School's Regulations that govern their year of entry.

It is equally important that each student ensures that the University/School regulations are observed.

Courses are subject to change and may not necessarily be available each year or semester. Correspondingly, the School retains the right to cancel any course in any semester if registration numbers are insufficient. Students are therefore encouraged to check with their School regarding possible changes and/or cancellations and are encouraged to seek academic advice from their Academic Advisors and/or Heads of School before registration.

The University reserves the right to make such changes to the contents of this publication as may be deemed necessary.

DIRECTOR OF ACADEMIC AFFAIRS MESSAGE TO STUDENTS

Dear Five Island Campus Digital Learners,

I am thrilled to welcome you to our dynamic University – an engine of innovation where you can reimagine and be ready for the future of work. After months of uncertainty because of the COVID-19 pandemic, I have renewed hope for this 2021/2022 Academic year.

As the 4th Industrial Revolution unfolds, your learning experiences at The UWI-Five Islands Campus will prepare you to enhance your knowledge and acquire the skills necessary to think critically in the labor market of the future; become an eloquent and dynamic communicator; demonstrate competencies in technology and entrepreneurship; innovate and create; learn about the world while being committed to the development of your own communities; engage in socially responsible ventures and behave ethically regardless of your field of study. You are embarking on an exciting time in Antigua and Barbuda, in the Eastern Caribbean, and in the world.

This is your time. Given the circumstances of the moment, we encourage you to pause and reflect on the global awakening to the conditions that threaten the health of every person on the planet. But you are here, to learn, to grow, to take risks, to ask questions, to seek solutions and to make a difference in this world. Again, this is your time! Whether face-to-face or online, take advantage of this learning opportunity to become more brilliant, more thought-provoking, and more compassionate to your fellow man.

Let's get into "good trouble" and do our very best to have hope for the future.

Curtis Charles, PhD., SMArchS., MSPA., BArch.

Director of Academic Affairs

HEAD OF SCHOOL WELCOME MESSAGE

Welcome and congratulations as you embark on your journey here at UWI FIC at the School of Humanities and Education (SoHE).

As we introduce you to valuable lessons that will impact your academic, social and mental development, may you be empowered to become game changers, critical thinkers, problem solvers, innovators and scholars that will make an indelible impact on Antigua and Barbuda, OECS territories and by extension the development of the entire Caribbean.

Regionally, as we embark into the global intellectual landscape during the 4th Industrial Revolution, we admonish you to go beyond acquiring knowledge here in your programme. We challenge you to use this knowledge efficiently to create new ideas, foster intellectual technological innovations that enables our region to be considered an oasis of world class innovation, novel technological advancement, world-renowned scholarly work and noteworthy contributions to sustainable economic and intellectual development. We do hope you receive and accept this challenge!

During the previous academic year, the global pandemic provided a catalyst for the transformation of our academic programmes into new advanced technological pedagogy and learning experiences. At SoHE, we will continue to autograph our work with excellence so that you, our students, can experience creative, groundbreaking, technologically apt learning that propels you to creatively go beyond your expectations and achieve world-class scholarships. On behalf of the academic and administrative staff of SoHE, welcome and continue autographing your work with excellence for this academic year.

Remember "I AM, I CAN, I WILL … Look out World WATCH ME"

Andrew Hunte PhD; M.Sc. MPhil; B.Sc.

Head, School of Humanities and Education

ACADEMIC CALENDAR 2021/2022

Graduation Dates

Sunday November 7th 2021

Semester I Dates 2021-2022

Semester *begins* August 29th, 2021

Teaching *begins* September 6th, 2021

Teaching *ends* Friday November 26th, 2021

Review/Study Week November 28th, 2021

Examinations Monday December 6th, 2021

Semester I *ends* Tuesday December 22nd, 2021

Semester II Dates 2021-2022

Semester II *begins* January 16th, 2022

Teaching *begins* January 17th, 2022

Teaching *ends* April 15th, 2022

Review/Study Week Monday April 18th, 2022

Semester Break Monday April 19th, 2022

Examinations Monday May 2nd, 2022

Semester II *ends* Friday May 20th, 2022

IMPORTANT NAMES AND CONTACT EMAILS

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ABOUT THE SCHOOL OF HUMANITIES AND EDUCATION

The School of Humanities and Education started in 2019 as the Five Islands Campus for The University of the West Indies began its journey as the fourth landed campus of the prestigious institution. At present, we offer programmes in education at the undergraduate and post graduate levels. At the **undergraduate level** we offer the 60 credit Bachelor's Degree in Education (B.Ed.) with specializations in:

- Curriculum Studies
- Language Arts/Literacy Education
- Mathematics Education

At the **postgraduate level** we offer the Diploma in Education (Dip. Ed) with concentrations in:

- The Teaching of Mathematics
- The Teaching of English
- The Teaching of Science
- The Teaching of Social Studies/Geography/History
- The Teaching of Modern Languages
- The Teaching of Business Studies

GENERAL REGULATIONS FOR THE DEGREE OF BACHELOR OF SCIENCE IN THE SCHOOL OF HUMANITIES AND EDUCATION

Definition of Terms

Advising Hold	An Advising Hold may be placed on a student record to indicate that the student must get academic advising prior to registration
Anti-Requisites	Refers to courses where content overlap precludes courses being taken together for credit. Students are urged to view the listings in this handbook and consult their department for guidance
Core or compulsory courses	Courses that students must complete in order to be awarded a degree
Credit	Refers to a unit of study counting towards a degree or diploma. Undergraduate courses in the Faculty normally carry a weighting of three (3) credits. A number of courses, however, carry a weighting of six (6) credits.
Exemption with credit	Refers to cases where a student is granted exemption from UWI courses because the student has already passed courses in other programmes at UWI or passed courses of similar content at other recognized institutions. Students are not required to take replacement courses.
Free electives	Courses which are optional in the degree programme concerned and may be selected from any department or faculty. Please note that Level I courses cannot be used as electives in Level II/III of the programme.
Level I, Level II & Level III	Represents the different standard of courses that must be completed in the undergraduate degree programme. Each level is designated by the first numeral in the course code. Levels II and III courses are equally weighted for the assessment of class of degree
Prerequisites	Courses which must be completed before registration for another course is permitted

PRE-REQUISITES

Courses which must be completed before registration for another course is permitted.

Part-Time Registration: A student who is admitted based on CSEC qualifications only must be registered as a Part Time student. Part-time students shall register for no more than 15 credits (2+3 courses) per academic year in the first level of the programme. Such students in possession of one A' level, may register for no more than 9 credits per semester.

Full-Time Registration: A student is fully matriculated and therefore registered for not more than 15 and not less than 12 credits per semester.

QUALIFICATIONS FOR ADMISSION

Programme	Duration	Minimum Admission Requirement
60-Credit B.Ed.	2 years Full-time 3 Years Part-time	• Associate Degree in Education from any participating college in the Eastern Caribbean Joint Board of Teacher Education (with at least a 2.0 GPA. • Teacher training Diploma or certificate.
90-Credit B. Ed.	3 years Full-time 5 years part-time	• Passes in five (5) subjects two of which are at Caribbean Advanced Proficiency Examination (CAPE) or GCE A' Levels in their intended area of specialization. The others may be acceptable passes at CSEC (grades I, II, or III) or GCE O levels (A, B, C). • At least five 5 CSEC passes including English A and Mathematics at Grades (I, II and III) or GCE O levels (A, B or C). Candidates matriculating via this route are required to register as part-time students carrying a maximum load of 9 credits/3 courses per semester.

THE ENGLISH PROFICIENCY TEST

All applicants to the University are required to take a proficiency test in English. The application form for the test is available online at http://www.cavehill.uwi.edu/fhe/studyhumanities/english-proficiency-test.aspx. This form should be returned/submitted at the same time as the normal application form, to the Admissions Section, Student Affairs at the Five Islands campus.

Exemption from Sitting ELPT

Students who have obtained one of the following are exempted from taking the test:

- Grade 1 in CSEC General Proficiency in English A
- Grade 1 or 2 in the CAPE Communication Studies
- Grade A in the Cambridge GCE O' Level English Language
- Grade A or B in the Alternative Ordinary (AO) General Paper

Those who pass or are exempted from the test do two of the Level I English Language Foundation courses: (1) FOUN1006 (required) and (2) either FOUN1003 or FOUN1004 or FOUN1008). Those who fail or did not take the test (and do not possess one of the exemptions listed above) are required to pass the remedial course FOUN0100: Fundamentals of Written English and then to do the two Level I English Language Foundation courses.

APPROVAL OF COURSES FOR REGISTRATION

Prior to registering online each semester, students must consult with their academic advisors and/or the School Administration in selecting their courses. This is extremely important especially for students at Level III who must satisfy the requirements for graduation.

CHANGES IN COURSE REGISTRATION

Students can make changes to the courses for which they are registered in each semester up to the deadline published by the Office of the Director of Administration. Changes in registration will not be permitted after the deadline date without the approval of the Director of Academic Affairs. NB: Students are responsible for checking their online transcript to ensure that they are registered for the correct course(s), and/or has successfully deregistered from the course(s) they wish to drop. Registration for a course constitutes registration for the examination in that course and includes payment of relevant student fees.

THE BACHELOR OF EDUCATION (B.ED.) DEGREE

The Bachelor of Education (B.Ed.) is a professional degree which is normally intended for practitioners in the field of education. This degree will be awarded to persons who, having satisfactorily completed the programme of study prescribed by these regulations, have satisfied the examiners as set out under the 60 credit programme (Levels II and III only). **All students are required to take nine (9) credits in Foundation courses, except where exempted by the University.**

B.ED. 60 CREDIT PROGRAMME QUALIFICATIONS FOR ADMISSION

1. To be eligible for admission to the programme, an applicant must have satisfied:

(a) the matriculation requirements of the University;

(b) be a trained teacher; that is, must have successfully completed an approved programme of training for certification as a teacher in his/her country

AND

(c) Possess a level of professional experience as a teacher that is deemed satisfactory by the School.

(d) Students holding a UWI Certificate in Education or an equivalent certificate in Education from an approved university at an acceptable standard, may be exempted from the entrance examination.

PROGRAMME CONTENT
Level I

(a) In view of the entry requirements for this programme, the Level 1 requirements are considered to have been fulfilled.

Level II

(a) At least eighteen (18) credits (6 courses) selected from the Foundations of Education and Educational Theory, embodying aspects of the Philosophy of Education, Psychology of Education, Sociology of Education, Curriculum Theory, Planning and Practice, Research Methods in Education, Classroom Testing and Evaluation, Education and Social Development, Educational Administration, Language and Communication in Education and such other aspects as the School may prescribe.

(b) At least six (6) credits (2 courses) related to their area of specialization from courses taken in any other School, approved by the School of Humanities and Education.

(c) A minimum of six (6) credits (2 courses) derived from a professional specialization such as curriculum studies, language art/literacy education, mathematics education or such other specialisation as the School may prescribe.

Exemptions

Students who satisfy the B.Ed. admission requirements and who also possess The UWI Certificate in Education, or a certificate in education from an approved University, may not be required to repeat such B.Ed. courses as have already been passed at a satisfactory level. However, no credit shall attach to these courses, and the number of credits required for the award of the degree shall remain at sixty (60).

Level III

(a) Further work in the Foundations of Education and Educational Theory for a minimum of twelve (12) additional credits

(b) At least six (6) more credits from courses taken in another Schools with the approval from the School of Humanities and Education.

(c) Further work in the professional specialization selected for a minimum of six (6) credits.

(d) Six (6) credits derived from a study (prepared in conjunction with a practicum/ fieldwork) reporting an investigation of an educational problem.

(e) Students may, under exceptional circumstances, be permitted to vary this distribution of credits outlined in Levels II and III above.

LENGTH OF PROGRAMME

Full-time programme

- This programme shall normally extend over a minimum of four (4) semesters and a maximum of ten (10) semesters of full-time study.
- A full-time student should normally register for not more than fifteen credits (5 courses) and no fewer than twelve (12) credits (4 courses) per semester.

Part-time programme

- In the case of part-time study, the programme shall extend over a minimum of seven (7) semesters and a maximum of fourteen (14) semesters.
- Normally, the minimum number of credits to be taken per semester shall be six (2 courses), and the maximum, nine (3 courses).

A student will be required to withdraw from the School if after being notified about his/ her poor academic performance (GPA less than 2.0) in one semester, the student's GPA remains less than 2.00 in the following semester.

REQUIREMENTS FOR THE B.ED. DEGREE (60-CREDIT PROGRAMME)

Curriculum Studies

Course Code	Course Name	Credit
Year 1		
EDCU2301	Introduction to Curriculum Theory and Planning	3
EDPS2011	Principles of Education Psychology	3
EDLS2301	Reading and Writing Strategies for Academic Purposes	3
SOCI1002	Introduction to Sociology	3
EDME2211	Testing Measurement and Evaluation	3
EDRS2201	Introduction to Research Methods in Education	3
EDPH2016	The Philosophy of Education	3
EDRS2202	Basic Data Analysis With Computers	3
CLTR2100	Festival, rituals and Caribbean Society	3
EDEA2304	Introduction to Educational Administration	3
		30
Year 2		
SOCI2006	Qualitative Research Methods	3
EDCU3103	Curriculum Development: Implementation and Evaluation	3
EDSO3102	The Social context of Education	3
SOCI3035	Caribbean Social Problems	3
EDCU3104	Issues in Curriculum Theory and Practice	3
EDTK3304	Media and Technology in Education	3
EDRS3501	The B.Ed. Study	3
PSYC3013	Contemporary Issues in Social Psychology	3
EDTE3404	Issues in Teacher Education	3
EDRS3501	The B.Ed. Study	3
		30

CURRICULUM STUDIES (PART-TIME)

Course Code	Course Name	Credit
Year 1		
EDCU2301	Introduction to Curriculum Theory and Planning	3
EDPS2011	Principles of Education Psychology	3
EDLS2301:	Reading and Writing Strategies for Academic Purposes	3
SOCI1002	Introduction to Sociology	3
EDME2211	Testing Measurement and Evaluation	3
EDRS2201	Introduction to Research Methods in Education	3
		18
Summer		
EDPH2016	The Philosophy of Education	3
EDRS2202	Basic Data Analysis with the Computer	3
		6
Year 2		
CLTR2100	Festival, rituals and Caribbean Society	3
EDEA2304	Introduction to Educational Administration	3
SOCI2006	Qualitative Research Methods	3
EDCU3103	Curriculum Development: Implementation and Evaluation	3
EDSO3102	The Social context of Education	3
SOCI3035	Caribbean Social Problems	3
		18
Year 3		
EDCU3104	Issues in Curriculum Theory and Practice	3
EDTK3304	Media and Technology in Education	3
EDRS3501	The B. Ed Study	3
PSYC3013	Contemporary Issues in Social Psychology	3
EDTE3404	Issues in Teacher Education	3
EDRS3501	The B.Ed. Study	3
		18

LANGUAGE /LITERACY EDUCATION (FULL-TIME)

Course Code	Course Name	Credit
Year 1		
EDCU2301	Introduction to Curriculum Theory and Planning	3
EDPS2011	Principles of Education Psychology	3
EDLS2301:	Reading and Writing Strategies for Academic Purposes	3
LING1005	Introduction to Language	3
EDME 221	Testing Measurement and Evaluation	3
EDRS2201	Introduction to Research Methods in Education	3
EDPH2016	The Philosophy of Education	3
EDRS2202	Basic Data Analysis with the Computer	3
LING1001	Introduction to Phonetics and Phonology	3
EDLA2112	The Structure and Nature of Language Arts	3
		30
Year 2		
LING1002	Introduction to Morphology and Syntax	3
EDLS3004	Curriculum and Instructional Issues in Literacy	3
EDSO3102	The Social context of Education	3
EDLA3005	Selected Pedagogical Issues in Language Arts	3
LING2101	Language Acquisition	3
EDTK3304	Media and Technology in Education	3
EDRS3501	The B.Ed. Study	3
LING2102	Language Learning and Teaching	3
EDTE3404	Issues in Teacher Education	3
EDRS3501	The B.Ed. Study	3
		30

LANGUAGE / LITERACY (PART-TIME)

Course Code	Course Name	Credit
Year 1		
EDCU2301	Introduction to Curriculum Theory and Planning	3
EDPS2011	Principles of Education Psychology	3
EDLS2301:	Reading and Writing Strategies for Academic Purposes	3
LING1005	Introduction to Language	3
EDME2211	Testing Measurement and Evaluation	3
EDRS2201	Introduction to Research Methods in Education	3
		18
Summer		
EDPH2016	The Philosophy of Education	3
EDRS2202	Basic Data Analysis with the Computer	3
Year II		
LING1001	Introduction to Phonetics and Phonology	3
EDLA2112	The Structure and Nature of Language Arts	3
LING1002	Introduction to Morphology and Syntax	3
EDLS3004	Curriculum and Instructional Issues in Literacy	3
EDSO3102	The Social context of Education	3
EDLA3005	Selected Pedagogical Issues in Language Arts	3
		18
Year III		
LING2101	Language Acquisition	3
EDTK3304	Media and Technology in Education	3
EDRS3501	The B. Ed Study	3
LING2102	Language Learning and Teaching	3
EDTE3404	Issues in Teacher Education	3
EDRS3501	The B.Ed. Study	3
		18

MATHEMATICS EDUCATION (FULL-TIME)

Course Code	Course Name	Credit
Year 1		
EDCU2301	Introduction to Curriculum Theory and Planning	3
EDPS2011	Principles of Education Psychology	3
EDLS2301:	Reading and Writing Strategies for Academic Purposes	3
ECON1003	Math for Social Sciences I	3
EDME2211	Testing Measurement and Evaluation	3
EDRS2201	Introduction to Research Methods in Education	3
EDPH2016	The Philosophy of Education	3
EDRS2202	Basic Data Analysis with Computers	3
EDMA2111	The Structure and Nature of Mathematics	3
ECON1004	Math for Social Sciences II	3
		30
Year 2		
ECON1005	Introduction to Statistics	3
EDMA2207	Teaching Mathematics–Primary Level	3
EDSO3102	The Social context of Education	3
ECON2025	Statistical Methods I	3
EDMA3204	Issues in Teaching Mathematics	3
EDTK3304	Media and Technology in Education	3
EDRS3501	The B. Ed Study	3
ECON1016	Math for Social Sciences III	3
EDTE3404	Issues in Teacher Education	3
EDRS3501	The B.Ed. Study	3
		30

MATHEMATICS EDUCATION (PART-TIME)

Course Code	Course Name	Credit
Year 1		
EDCU2301	Introduction to Curriculum Theory and Planning	3
EDPS2011	Principles of Education Psychology	3
EDLS2301:	Reading and Writing Strategies for Academic Purposes	3
ECON1003	Math for Social Sciences	3
EDME2211	Testing Measurement and Evaluation	3
EDRS2201	Introduction to Research Methods in Education	3
		18
Summer		
EDPH2016	The Philosophy of Education	3
EDRS2202	Basic Data Analysis with the Computer	3
		6
Year II		
EDMA2111	The Structure and Nature of Mathematics	3
ECON1004	Math for Social Sciences II	3
EDMA2207	Teaching Mathematics at the Primary Level	3
EDSO3102	The Social context of Education	3
ECON2025	Statistical Methods I	3
		15
Year III		
EDMA3204	Issues in Teaching Mathematics	3
EDTK3304	Media and Technology in Education	3
EDRS3501	The B. Ed Study	3
ECON1016	Math for Social Sciences III	3
EDTE3404	Issues in Teacher Education	3
EDRS3501	The B.Ed. Study	3
		18

THE B. ED. 90-CREDIT PROGRAMME

Qualifications for Admissions:

Candidates may matriculate into the proposed programme in one of 2 ways.

1. Passes in five (5) subjects two of which are at Caribbean Advanced Proficiency Examination (CAPE) or GCE A' Levels in their intended area of specialization. The others may be acceptable passes at CSEC (grades I, II, or III) or GCE O levels (A, B, C).

2. At least five 5 CSEC passes including English A and Mathematics at Grades (I, II and III) or GCE O levels (A, B or C). Candidates matriculating via this route are required to register as part-time students carrying a maximum load of 9 credits/3 courses per semester. Upon acquiring 15 credits with a GPA of 3.0 or above the student may then register as a full-time student (allowed to do 15 credits/5 courses per Semester).

Programme Content:

The 90-credit Bachelor in Education programme is designed to cater for pre-service teachers or in-service teachers who have not completed a teacher education programme who wish to teach in the Secondary school or the upper Primary level where they teach specific subject areas. This is usually done at grades five (5) and six (6). It engages participants in levels I, II and III courses in pursuit of their Bachelor in Education Degree. These include University foundation courses, courses in the foundations of education and educational theory, the teaching of subject matter content, the practice of education and the research in education as well as courses in the content area of specialization.

The distribution of courses in the programme is as follows.

- 9 credits of university foundations courses
- 15 credits of foundations of education and educational theory
- 12 credits in the teaching of subject matter content
- 18 credits in the practice of education
- 6 credits in the research of Education
- 30 credits of cross-faculty content courses

LEVEL I

During the first year candidates are required to take an English Language based University Foundation course **FOUN1006**: **Exposition for Academic purposes.** Students who did not get a Grade I for English A at CSEC or who have not passed the University's English proficiency test must take and pass the non-credit course, FOUN0100: Fundamentals of Written English before they are allowed to register for any of the English Language based foundation courses. Students are also required to take the two (2) out of faculty foundation courses, FOUN1201: Science, Medicine and Technology in Society and FOUN1301: Law, Governance, Economy and Society.

All students are also required to do the first 2 courses (6 credits) in the practice of education. A course in Educational Psychology is also done at this level. Further, level 1 students are required to do 4 level 1cross-faculty content courses in their area of specialization. It is at this level that in keeping with the UWI's foreign language policy students who have not passed a foreign language at the CSEC level or its equivalent, are required to do 1 beginners foreign courses language course. Those students who have passed a foreign language at CSEC are required to do an additional level 1 content course from the area of their specialization(they will therefore do a total of 4 content courses at level1).

Level II

Students, complete 12 credits in Education foundations and Educational Theory. These courses along with their initial experience with classroom practicum and 1 level II Education course in the area of their specialization are designed to equip the students with pedagogical knowledge and skills needed to function efficiently in the classroom. Four (4) level II content courses in the area of their specialization complete the level 2 requirements of the 90-credit programme.

LEVEL III

Students spend their entire first semester gaining classroom teaching experience under the supervision of a co-operating teacher/mentor as well as their lecturers from the School of Humanities and Education. The first Semester of level 3 the candidates are also engaged in researching an aspect of education that is of interest to them. The practicum accounts for 9 credits while the B.Ed. study is a 6 credit course (the B. Ed. Handbook gives the guidelines for the study). Two education courses in their chosen area of specialization as well as 3 level III content courses in the area of their specialization complete the programme.

PROGRAMME STRUCTURE

For all Specializations

Year I

FOUN1006	Exposition for Academic Purposes
FOUN1201	Science, Medicine and Technology in Society
FOUN1301	Law, Governance, Economy and Society
EDPS1005	Intro to Educational Psychology
EDTL1020	Introduction to Teaching and Learning
EDTL1021	Planning for Teaching and Learning

3 level 1 content courses in the content area of specialization

1 beginners Foreign Language course **OR** 1 more level 1 course in the area of specialization

Year 2

EDRS2201	Introduction to Research Methods in Education
EDCU2101	Intro to Curriculum, Theory, Planning and Practice
EDPH2016	Philosophy of Education
EDTL2021	Initial School-Based Experience: The Practicum
EDME2211	Testing, Measurement and Evaluation I

1 Level 2 Education Course in Specialization

Social Studies

EDSS2113	The Structure & Nature of Social Studies

Language Arts

EDLA2112	The Structure & Nature of Language Arts

Curriculum Studies

EDEA2304   Introduction to Educational Administration

Mathematics Education

EDMA2111   The Structure & Nature of Mathematics

Special Education

EDSE2924   Introduction to Special Education

Science Education

EDSC2110   The Structure and Nature of Science

4 level 2 content courses related to area of specialization

Year 3

EDTL3018   Culminating School Based Experience: Clinical Practice (9 credits)

EDRS3501   The B.Ed. Study (6 credits)

EDTK3004   Media and Technology in Education

2 Education Courses in Specialization

Social Studies

EDSS2910   Teaching Social Studies in Primary School

EDSS3200   Issues in Social Studies Curriculum & Instruction

Language/Literacy

EDLS3004   Curriculum & Instructional Issues in Literacy Studies

EDLA3005   Selected Pedagogical Issues in Language Arts

Mathematics Education

EDMA2207   Teaching Mathematics-Primary Level

EDMA 32 04   Issues in Teaching Mathematics

Curriculum Studies

EDCU3103   Curriculum Development: Implementation and Evaluation

EDCU3104   Issues in Curriculum Theory and Practice

Special Needs

EDSE3100   Working with Exceptional Learners

EDSE3901   Education of Children with Physical and Health Impairment

Science Education

EDSC2407   Teaching Methodologies in Science

EDSC3417   An Introduction to Secondary School Science Practicals

2 content courses in the area of specialization

POSSIBLE CONTENT COURSES IN AREAS OF SPECIALIZATION

Level I

Social Studies

SOCI1000	Sociology 1
SOCI1002	Introduction to Sociology 1
PSYC1004	Introduction to Social Psychology

Language/Literacy Education

LITS1002	Introduction to Poetry
LITS1002	Introduction to Prose
LITS1003	Introduction to Drama
LING1005	Introduction to Language
LING1001	Introduction to Phonetics and Phonology
LING1002	Intro to Morphology and Syntax

Curriculum Studies

SOCI1000	Sociology 1
SOCI1002	Introduction to Sociology 1
SOCI1004	The Logic of Social Inquiry

Mathematics Education

ECON1003	Math for Social Sciences I
ECON1004	Math for Social Sciences II
ECON1005	Introduction to Statistics

Special Needs

SOCI1000	Sociology 1

PSYC1003	Introduction to Psychology
PSYC1004	Introduction to Social Psychology

Science Education

ENSC1000	Earth and its Environment
BIOL1020	Diversity of life I
BIOC1015	Introduction to Biochemistry
CHEM1110	Introduction to Organic Chemistry

The aforementioned SCIENCE Courses are subjected to the available courses offered within the schools at FIC.

Level II

Social Studies

SOCI2000	Classical Social Theory
SOCI2001	Modern Social Theory
GOVT2000	Women and Politics
GOVT2016	Caribbean Political Philosophy

Language/Literacy Education

LITS2101	Novel 1
LITS2514	West Indian Literary Classics 1
LITS2207	Introduction to Shakespeare
LITS2001	Poetry I
LING2101	Language Acquisition
LING2102	Language Learning and Teaching
LING2301	The Sociology of Language
LING2302	Sociolinguistics

Mathematics Education

ECON2016	Mathematics for Economics
ECON2025	Statistical methods I
ECON2006	Statistical Methods II

Curriculum Studies

CLTR2100	Festivals, Rituals and Caribbean Society
SOCI2006	Qualitative Research Methods
LITS2403	Caribbean Popular Culture
SOCI2013	Caribbean Social Development

Special Needs

PSYC2002	Abnormal Psychology
PSYC2016	Communication Psychology
SOCI2000	Classical Social Theory
SOCI2001	Modern Social Theory

Science Education

ENSC2001	Introduction to the Earth Life System
ENSC2003	Sustainable Energy Systems
BIOL2372	Plants for Caribbean Landscapes
CHEM2725	Chemistry of the Environment
CHEM2705	Intermediate Organic Chemistry

The aforementioned SCIENCE Courses are subjected to the available courses offered within the schools at FIC.

Level III

Social Studies Education

SOCI3013	Social Policy
SOCI3035	Caribbean Social Problems
GOVT3017	Caribbean Governance

GOVT3049	Caribbean International Politics

Language/Literacy Education

LITS3102	Contemporary Prose Fiction
LITS3005	Contemporary Poetry
LING3103	The Teaching of English
LING3201	Caribbean Dialectology

Mathematics Education

ECON2028	Statistics Methods II
ECON3037	Operations Research I
ECON3038	Operations Research II

Curriculum Studies

SOCI3035	Caribbean Social Problems
PSYC3013	Contemporary Issues in Social Psychology
LITS3405	Caribbean Popular Culture II (*LITS2403 Caribbean Popular Culture)

Special Needs

PSYC3008	Elements of Counselling and Psychotherapy
PSYC3013	Contemporary Issues in Social Psychology
SOCI3035	Caribbean Social Problem

Science Education

CHEM3218	Environmental Chemistry and Toxicology
CHEM3175	Advanced Organic Chemistry
ENSC3020	Case Study in Environmental Science

The aforementioned SCIENCE Courses are subjected to the available courses offered within the schools at FIC.

EDRS3501 THE B.ED. STUDY

Students pursuing the Bachelor of Education degree are required to undertake the supervised study of an educational problem. The text should be between 8,000 to 10,000 words. Further details can be obtained from the B.Ed. Coordinator of Hear of the School of Humanities and Education.

GENERAL INFORMATION FOR THE RESEARCH PAPER

Students must ensure that their Research Paper complies with the School guidelines before submitting it. (See GUIDELINES FOR SUBMISSION OF COURSEWORK for more information).

Failures

Students who do not submit a paper by the deadline date for submission shall be deemed to have failed and must register as normal in the next academic year. Students who, having duly submitted, did not pass at the first attempt and who gained a minimum of 45% and wish to graduate without losing time may resubmit by the stipulated date, provided that all regulations governing Final Year Supplemental Examinations are observed. Students who fail the Research Paper on the first attempt are allowed a total of four additional submissions within a period of two years. Any change in topic must be approved by and registered with the Moderator.

Deferral

Full-time students who are allowed to take more than 36 credits (12 courses) but not more than 42 credits (14 courses) in their final year to complete the degree must register their Caribbean Study as deferred. Such students will be permitted to submit their study not later than the last Friday in August before the beginning of the next academic year. The same applies to final year students who, as a result of having failed a course in Semester I, need to gain 21 credits in Semester II to complete the degree. Students in these categories should register their topic with the Moderator by 31st May.

Corrections

All studies shall be marked as received. However, after marking, a study may be returned for correction of minor editorial/stylistic errors, for purposes of lodgement in the Library, but not for remarking.

Online Registration of Research Paper

Students are reminded that the research paper is regarded as a year-long course carrying six (6) credits, and they are therefore required to register online for the paper in each semester.

NOTE: Students who, at the beginning of an academic year, need only the research paper to complete the degree, are reminded that they are still required to register online for this research paper and to submit the study at the normal time.

COURSE DESCRIPTIONS

Level II

EDCU2101: Introduction to Curriculum Theory, Planning and Practice This course introduces students to models of curriculum planning; the skills necessary to participate in curriculum planning, implementation and evaluation; problems of curriculum management and implementation; assumptions underlying current curriculum practices.

EDEA2304: Introduction to Educational Administration This introductory course will enable students to understand key concepts in educational administration, examine the various concepts, organizational, social and economic, which influence the practice of educational administration in the region and explore and evaluate some critical processes and functions which are associated with managing and leading schools in order to promote successful student outcomes.

EDLA2112: The Structure and Nature of Language Arts This course is designed to give students a conceptual overview of the language arts and the instructional implications thereof, to encourage the development of critical awareness of how the general curriculum process might be applied to the various teaching and learning concerns in language arts, and to enable students to develop knowledge of as well as skills in using different theoretical perspectives in designing language arts units.

EDMA2111: The Structure and Nature of Mathematics This course seeks to develop students' awareness of the characteristics of Mathematics knowledge, skills and activity to inform their teaching at both the Primary and Secondary levels as well as to improve students' knowledge of basic mathematics content and to develop their ability to teach the subject in a meaningful and enjoyable way.

EDME2211 Testing, Measurement and Evaluation I This course examines the nature and purpose of educational assessment in the classroom and school contexts; the importance of feedback in assessment, learning and teaching; the use of a variety of means in determining pupil attainment; and the meaning, uses and limitations of marks and grades.

EDPH2016: Philosophy of Education In this course, the objective is to introduce students to some distinctive ways of philosophical thinking in general, and philosophies of mind and psychology in particular, with reference to education concerns. An important aspect of the course is to encourage students to apply the course content to their own educational settings and issues.

EDRS2201: Introduction to Research Methods in Education This course is focussed mainly on qualitative aspects of educational investigation. Students will be introduced to the following: the difference between quantitative and qualitative methods; the summarising of the main findings of research reports and articles; the definition of a research problem and the proposal of a suitable design for dealing with it; the application of research techniques appropriate to educational problems; the factors likely to affect the validity and quality of research studies; the construction of suitable data-gathering instruments; data collection procedures; the analysis of data obtained; and how to present the findings in a written report.

EDRS2202: Basic Data Analysis with the Computer This course is focussed mainly on quantitative aspects of educational investigation. It seeks to develop the ability to use the personal computer in the analysis and presentation of research data as well as a critical understanding of the advantages and limitations of the use of this technology in the research process.

Level III

EDCU3103: Curriculum Development: Implementation and Evaluation. This course enables students, inter alia, to identify, describe and appraise critically the various strategies that are used to initiate and install curriculum innovation in Caribbean educational systems and critically examine the strengths and weaknesses of school-based and centralised curriculum planning.

EDCU3104: Issues in Curriculum Theory and Practice This course enables students to develop a sound understanding of the concept of curriculum theory in general; be familiar with existing curriculum theories; devise strategies for establishing effective curriculum theory and practice in Caribbean systems; and understand and apply research methodologies in curriculum theory and practice in Caribbean educational systems.

EDLA3005: Selected Pedagogical Issues in Language Arts Prerequisites: EDCU2101 OR EDLA2112 The purpose of this course is to enable students to develop a conceptual framework and practical skills with reference to teaching and learning in the English Language Arts and with attention to speaking, listening, reading, writing, viewing, and representing. The course content focuses on appropriate pedagogies, the design and implementation of Language Arts curricula, content area reading and critical issues and research in these areas. EDLS3004 Curriculum & Instructional Issues in

Literacy Studies Prerequisites:

EDCU2101: The purpose of this course is to enable the students to develop a conceptual grasp of the key issues and concerns in literacy curriculum, instruction, and assessment.

EDMA2207: Teaching Mathematics at the Primary Level This course seeks to enhance the teacher's competence to monitor and guide the mathematical activities, both teaching and learning, in the classroom.

EDPS3804: Principles of Social Psychology Prerequisite: EDPS2011 This course enables students, inter alia, to understand some of the major conceptual and theoretical approaches to the study of interpersonal behaviour and the development of social roles; to understand, use and evaluate research techniques for the scientific study of social attitudes and behaviour.

EDRS3501: The B Ed Study - (6 credits) - Semester I & II Students are required to undertake the supervised study of an educational problem. The text should be between 8,000 and 10,000 words.

EDTK3304: Media and Technology in Education Students need opportunities for experiences that promote visual competency. To achieve this, teachers must recognize the increasing role of technology in outof-school communication and embrace a wider range of technologies in fostering active student learning in the classroom. The activities in this course will raise the level of comfort of teachers with different media.

EDSO3102: Social Context of Education The purpose of this course is to provide an introduction to the study of education as an institution which affects and is affected by other major institutions in society by providing students with an understanding of the major theoretical perspectives in the Sociology of Education; the concept of education and national development; the determinants of academic achievement; and teaching as a 'profession'.

EDTE3404: Issues in Teacher Education The purpose of this course is to enable the students to examine critically the basic issues, assumptions, and problems in teacher preparation programmes in the Eastern Caribbean; to develop the skills and competencies necessary for the planning, implementation. GENDER (GE)

POSTGRADUATE DIPLOMA IN EDUCATION

PROGRAMME DESCRIPTION

The Diploma in Education (Secondary) is an In - Service programme for secondary teachers who possess a Bachelor degree but have not been exposed to any professional training in teaching. The major emphasis in the programme is to help teachers, through exposure to a range of relevant experiences and processes, function with a high degree of effectiveness in the classroom in the context of rapidly changing global, regional and school environments. At the same time, equal emphasis will be placed on helping the teacher develop as a high quality, discerning professional who recognises the importance of lifelong learning, self-assessment and continuous professional development. Integration of Theory and Practice will be emphasized in this programme.

TRAINING PHILOSOPHY

The programme is therefore predicated on the following principles:

1. Graduates of the Postgraduate Diploma in Education (DIP. ED.) programme should be able to clearly demonstrate sound competence in classroom teaching

2. The programme will emphasize a diagnostic and individualized approach to teacher preparation

3. Emphasis will be on the development of a reflective and problem-solving approach by student teachers

4. Action-research will comprise an important feature of the programme

5. Attention will be directed to the social conditions of schooling and emerging developments, globally and regionally, which are likely to influence the teacher's performance in the classroom

6. Attention will be paid to the teaching/learning problems which are evident in the national educational system.

Graduates Must Clearly Demonstrate Competence in Classroom Teaching

One of the criticisms which has plagued teacher education in the Caribbean and indeed internationally, is the fact that teacher preparation programmes have been

far too theoretical. The argument is often advanced that insufficient emphasis and time are devoted to opportunities for practising and applying pedagogical skills. This programme will seek to redress this problem by employing strategies which involve the experimentation and testing of a variety of teaching approaches by student - teachers in the context of embedded practicums and clinical supervision. Consequently, delivery strategies such as extensive practice, demonstration, modelling, use of feedback and follow-up coaching will be utilised.

Diagnostic and Individualized Approach to Teacher Preparation

Teaching is a highly individualistic activity and the development of competencies related to the activity varies from individual to individual. Factors such as past experiences, individual learning styles and the developmental and cognitive stages which the teacher is undergoing, all influence the proficiency and rate at which competencies are mastered. This programme will therefore be highly flexible and individualized in nature and will employ diagnostic and collaborative approaches aimed at helping each teacher identify his/her own individual instructional and management problems with a view to systematically addressing the same.

Emphasis Will Be on the Development of a Reflective and Problem Solving Approach by the Teacher

Current thinking in the literature and accumulated professional experience both indicate the importance of reflection and problem-solving as essential skills which must be developed by student- teachers if training is to have the desired impact. The emphasis in this programme will be on reflection as a social practice. After new information and teaching behaviours have been presented, teachers will be provided with time to discuss their applicability and usefulness in the classroom. They will then be required to try them out, reflect on achievements and challenges and return to the larger group with information about the results of their interventions.

Student teachers will also be required to keep journals of their classroom and school activities. Written responses to these journals will be provided by supervising tutors. Among other things, journal entries will focus on such areas as the observation of the behaviour of individual pupils and the dynamics of classroom behaviour as well as the organization of small group and whole class sessions.

The essential concerns which will underline this reflection will be:

(a) What strategies were most meaningful in promoting learning and cognition?

(b) What strategies encouraged pupils to reason critically?
(c) What strategies challenged and excited pupils?
(d) What strategies helped pupils view themselves as being capable of achieving?
(e) What strategies encouraged pupils to view themselves and others as valued individuals?
(f) What changes do I need to make to my practice in order to be more effective?
(g) What helped me? What did not?

Action Research Will Be an Important Feature of the Programme

By far, too much teaching in schools is conducted in an ad hoc manner and insufficient or only haphazard attention devoted to addressing specific instructional and learning problems. A teacher can only understand the dynamic and multifaceted nature of teaching and develop a worthwhile professional approach to instruction if he/she learns to focus on and address specific classroom related problems.

Each teacher enrolled in the programme therefore, will be required to conduct an action-research project. The purpose of the project is to help the teacher develop the ability to understand classroom events through professional enquiry. The teacher will be required to consider an array of possible causes and solutions before taking action. The problem must be defined, possible solutions considered and an action-plan developed and implemented. A written analysis of the problem must then be prepared.

Attention Must be Directed to the Social Conditions of Schooling Which Influence the Teacher's Classroom Functioning

Many inexperienced teachers and far too frequently, many experienced teachers, view teaching and learning from a purely microscopic perspective. There is generally the tendency to be concerned only with events and situations in one's own classroom rather than view the school as a social system comprising a number of interacting parts. As a result, much of a beginning teacher's efforts can be misdirected and insufficiently informed. An integral aspect of this training programme therefore will be the requirement for teachers to direct their attention to the social conditions of schooling which impinge upon the teacher's work in the classroom. For example, areas such as teacher- pupil relationships, school climate, and expectations of teachers and students will be addressed.

PROGRAMME OBJECTIVES

This programme is designed to help teachers:

- develop and demonstrate in the classroom and in the school, an understanding of critical philosophical, sociological and psychological factors which affect the learning and development of children and adolescents;
- examine the ways in which the educative environment contributes to growth and development of children;
- analyse the values and implications associated with current educational practices and, on the basis of this analysis, develop a philosophical platform for action in the classroom, school and educational system;
- improve their understanding of Caribbean educational systems and their organisation, as well as their implications for teacher functioning at the secondary level;
- develop the basic skills necessary for reading and interpreting research data and for conducting action research;
- appropriately diagnose the instructional needs of individuals within a class setting and design instructional programmes relevant to these needs;
- use a variety of learner-centred instructional approaches which promote conceptual understanding, as well as critical thinking and social skills on the part of students, in an holistic manner;
- explore, in collaborative contexts, a range of approaches which can be used in order to integrate new technologies across the curriculum at the secondary level;
- develop the basic skills necessary for conducting formative and summative assessments in classroom settings and employ appropriate feedback strategies to assist learners in addressing challenges encountered;
- improve their understanding of self and others and develop high quality communication and interpersonal skills;
- develop a critical and inquiring attitude to teaching and to their own learning, as evidenced by a predisposition to constructive self-analysis and openness to feedback from peers and supervisors.

ADMISSION REQUIREMENTS

Applicants must have a Bachelor degree or its equivalent in the specialisation which they teach with a G.P.A of at least 2.0. This specialisation must be clearly identifiable (based on official transcript details) and would be evidenced by proof of successful completion of at least eight courses, (equivalent of 24 credits) in the specialisation. The candidate must teach in the specialisation for the full duration of the programme.

Applicants for admission who are not graduates of The University of the West Indies must, at the time of their application, arrange for the submission of official transcripts.

Each application must be accompanied by the required application fee which is non-refundable.

The originals and one copy of each of the following documents must be submitted with this application:

- Birth Certificate;
- Academic Certificates/Transcripts
- Professional Certificates/Diplomas
- Marriage Certificate/Deed Poll, if present name is different from that on documents.

Applicants with qualifications in a language other than English should submit a certified English translation of these qualifications.

PROGRAMME STRUCTURE

CREDITS

Credits will be awarded on the basis of 5 credits per course.

Methods course: **5 credits**

Core courses:

• Introduction to Curriculum Theory &Practice
• Classroom Assessment: Principles & Procedures
• Education Foundations   **15 credits**

The Practicum is double weighted and runs for the entire programme

• Practicum   **10 credits**

TOTAL   **30 credits**

PROGRAMME STRUCTURE

COURSE CODE	COURSE TITLE	HRS	CREDITS
CORE COURSES			
EDIP6000	Introduction to Curriculum Theory & Practice	39	5
EDIP6001	Classroom Assessment: Principles & Procedures	39	5
EDIP6002	Education Foundations	39	5
METHODS COURSES (One of the following based on specialisation)			
EDIP6003	The Teaching of English	39	5
EDIP6004	The Teaching of Social Studies/History/ Geography	39	5
EDIP6005	The Teaching of Mathematics	39	5
EDIP6006	The Teaching of Modern Languages	39	5
EDIP6007	The Teaching of Science	39	5
EDIP6008	The Teaching of Art and Craft Education at the Secondary Level	39	5
EDIP6009	The Teaching of Business Studies	39	5
EDIP6090	Practicum (Teaching Practice and Portfolio inclusive of Action Research Component) Teaching Practice will run for 20 weeks over 2 terms. Action Research is implemented during the Teaching Practice time frame. The Portfolio is compiled over the entire programme length and submitted at end of programme on stipulated date issued by the School of Humanities and Education, UWI, FIC.		10

TEACHING PRACTICUM

DURATION: 20 Weeks

Students will be supervised in the practicum for approximately twenty (20) weeks in the performance of their normal classroom duties. Each student will be expected to work closely with at least one other student teaching the same specialist subject in his own or in another school. Where it is considered desirable, special arrangements may be made for students to teach in a school other than that to which they have been assigned.

The attachment is intended to

a.   help students broaden their experience

b.   expose those experiencing difficulty at their own schools to a different setting.

The final practicum assessment will take place during the second semester between January and May of the programme year. External assessors will be involved in this assessment. However, where there is any uncertainty over a student's performance, that student's assessment may be postponed to a convenient time during the third term.

Goal

The practicum is designed to provide a range of opportunities for teachers to develop as competent classroom practitioners, possessing high quality skills in planning, delivering instruction and in conducting evaluation in secondary classrooms in their area of specialization.

Objectives

Participants will

1. plan units of work and lessons which accord due consideration to the variety of learning styles and learner needs which pupils present;

2. use a variety of classroom management techniques in order to keep students on task, enhance motivation and maintain a stimulating, engaging classroom environment conducive to learning, teaching and enquiry;

3. demonstrate competence in designing, using and evaluating a wide variety of learner - centred resources in order to promote the attainment of conceptual, skill and attitudinal objectives by students;

4. integrate technology effectively in their teaching;

5. exhibit and promote the use of high quality, positive interpersonal skills in classroom interactions with and among students;

6. experiment with and develop confidence in using a range of teaching approaches which are especially relevant to their area of specialization;

7. develop relevant skills in diagnosing, treating and evaluating gaps/deficiencies in student learning;

8. use action research and other related data to inform practice;

9. observe good teachers in action;

10. make effective use of approaches designed to help pupils develop skills related to critical thinking and problem solving;

11. exhibit the ability to develop student competencies in cognitive, skill and affective domains;

12. reflect objectively on their teaching performance and identify, consistently, the actions which they will take in order to enhance performance.

These objectives will be used as benchmarks for student assessment. In that context they will serve as the main criteria to be used for the assessment of the final practicum.

Practicum Structure

The practicum is so structured as to maximize opportunities for students to closely integrate education theory with practice. The revised practicum structure is as follows:

TERM 1

Embedded Practicum

Duration: 10 weeks

Focus: Experimentation, inquiry and reflection.

Closely tied to Methods courses i.e. English, Mathematics etc. and to the Foundations of Education. Students will be given short activities which focus on the practical application of teaching approaches discussed in class.

TERM 2

Final Practicum

Duration: 10 weeks

Emphases:

(a) Portfolio – teaching philosophy, experimentation, inquiry, use of available technologies, reflection and the use of action research to inform practice.
(b) Students will also be expected to demonstrate competence in actual classroom teaching as set out in the practicum objectives.

The Action Research Project will be an integral aspect of this Term II practicum and will serve as the platform/scaffolding for the practicum.

Students will be required to submit a portfolio at the end of this practicum. The portfolio will constitute a cumulative representation of the teacher's teaching. The items will be selected by the teacher and will comprise materials developed over

the two practicums (embedded and final). The focus of the portfolio is to illustrate the teacher's continuing professional growth over time.

The Action Research project will be a key component of the portfolio.

The portfolio will constitute 40% of the overall mark for the practicum.

External assessment of classroom teaching of this practicum will occur during the last four weeks of the stipulated time period.

The external assessment component, i.e. classroom teaching aspect, will be equivalent to 60% of the overall mark for practicum.

THE TEACHING PORTFOLIO

A portfolio can be described as a purposeful selection of materials related to teaching, varying in nature but representative of the teacher's practice. More critically, teachers use the portfolio development process to assist in reflection and self-evaluation of strengths and weaknesses in order to deliberately develop self-regulated goals and strategies for the improvement of their teaching competencies.

Participants in the programme will be required to submit one teaching portfolio which shows evidence of their evolving teaching competence from a multifaceted perspective. The development of the portfolio should begin early during term I and should be continuous.

It is expected that in their portfolios participants will

- articulate their philosophy of teaching and that this will be influenced by their exposure to the programme
- illustrate how they have experimented with and applied various pedagogical, planning and assessment approaches in their teaching:
- present a teaching unit report which highlights their competence to use the action research process to inform teaching
- demonstrate how they engaged in reflection in order to identify their strengths and address weaknesses in their teaching
- provide evidence of their ability to integrate technology in the curriculum

The above represent the key indicators which will guide the preparation of the Practicum Portfolio as well as its assessment.

COURSE DESCRIPTIONS

EDIP6000: Introduction to Curriculum Theory & Practice

This course is designed to introduce teachers to the major philosophical perspectives which influence the objectives of education in the Caribbean. The course examines various theoretical models of curriculum planning, implementation and evaluation. These models are conceptually framed within the context of the Caribbean educational landscape.

EDIP6001: Classroom Assessment: Principles and Procedures

This course is designed to introduce teachers to the basic concepts, principles and procedures for classroom assessment. It covers an elementary treatment of the basic measurement theories that govern classroom testing: validity, reliability and fairness. Teachers will be expected to construct and use a variety of assessment instruments to evaluate student attainment as well as item analysis techniques to improve test development. Methods for grading, scoring, analysing and reporting results will also be examined.

EDIP6002 : Education Foundations

This course presents a range of issues, which impact instructional practices and learning processes. The course seeks not only to equip the teacher with the knowledge, skills and competencies needed to cope with current educational problems, it also considers how the teacher, operating in both the classroom and the wider community, can make a positive difference through teaching and learning.

EDIP6003: The Teaching of English

This course is designed to develop competencies in teachers of English, which will enable them to help students learn to use and respond to the English language. The course also examines recent developments in the teaching of English and their relevance to the Caribbean situation. The course emphasizes the importance of teaching language as a vehicle of communication, personal and social development.

EDIP6004: The Teaching of Social Studies/History/Geography

This course is developed with consideration of the present needs of teachers of these

three subjects. It should help teachers transform their classes into social laboratories where students' interest in these subjects is maintained by powerful pedagogical approaches. The integration of information across the three subjects is highlighted by the infusion of values education, teaching and learning with maps, education for sustainability and the role of multimedia in teaching and learning.

EDIP6005: The Teaching of Mathematics

The major aim of this Mathematics course is to assist the trainees in improving their instructional skills so that they can become as proficient as possible in the teaching of mathematics at the secondary level. It will provide them with pedagogical content knowledge that is useful for the effective delivery of mathematical concepts taught at the secondary level. Emphasis will be placed on the application of constructivist principles as they relate to the teaching of mathematics, with a view to helping the trainees to deliver mathematics instruction in a way that engages the students in tasks that promote skills in problem solving, mathematical reasoning and enquiry, as well as skills in investigating authentic situations using mathematical principles. The trainees will also be exposed to a variety of assessment procedures that will help them to be better able to identify and address students' weaknesses, while taking into account their strengths. This course will highlight the use of technology in the teaching of mathematics. It will also help the trainees to link mathematics concepts within the various strands of mathematics as well as across other content areas.

EDIP6006: The Teaching of Modern Languages

The aim of the Modern Languages programme is to enable teachers to understand the nature of language, the processes involved in first and second language acquisition and to equip them to make students of the Caribbean region proficient in the use of foreign languages. This course seeks to expose teachers to the main methods and approaches in the teaching of foreign languages, principles of language acquisition, developments in the theory of language and the theory of learning as well as the manner in which theory informs practice in the language classroom. It examines strategies and techniques used in the teaching and learning of a foreign language in the Caribbean creole language context. While much emphasis will be given to a communicative student-centred approach, teachers will draw on the various principles of language learning to formulate responses to the individual and collective needs of Caribbean students of foreign languages.

EDIP6007: The Teaching of Science

The course is intended to develop the teacher's understanding of the task of educating students in science, and the ability to plan and implement curricula in science with due consideration for student characteristics and other variables in the teaching situation.

It will assume that the teacher has a B.Sc. in Science or its equivalent and as such has the content knowledge for their particular subject area. The specific science subject being taught by the teacher should have been a major component of the undergraduate degree or equivalent. However, consideration is given to the fact that, regardless of areas of specialisation, teachers may be involved in teaching general or integrated science courses. This course examines the definition and nature of science, the methods and strategies for teaching science including the management of resources, self-reflection, evaluation, lab safety, the role of science in society and action research in the science classroom. Assessments may include written assignments, oral presentations, micro teaching and peer tutoring.

EDIP6008: The Teaching of Arts and Crafts Education at the Secondary Level

This course is designed to expose participants to practical methods of teaching Art/Craft. Participants will be given opportunities to experience how lessons in different areas of the art/craft curriculum may be taught. It is designed to widen the teacher's understanding, knowledge and skills in key aspects of the Teaching of Art and Craft, as well as heighten an awareness of the value of research and creative expression to learning and development in the school system.

EDIP6009: The Teaching of Business Studies

The uniqueness of Business Studies education emphasizes vocational preparation as well as general or personal-use education. It influences jobs, incomes, and opportunities for personal enterprise and has a significant effect on the standard of living and quality of life for each student. Consequently, the teacher needs to be able to communicate their content mastery to learners with different learning preferences. This course of study emphasizes high-quality pedagogical skills in business studies.

The need for teacher training in Business Studies is to develop and improve the teacher's techniques in communicating information to students. Current trends and issues suggest that methods in teaching evolve and although the information

might probably be the same, the traditional methods no longer work. This course emphasizes the use of modern pedagogical skills to provide quality teaching to students.

Pedagogical quality is therefore influenced by the personal qualities of the teacher and the ability to adapt the content to meet the needs of the recipients. Furthermore, instructional strategies, techniques and skills are used to establish confidence in the delivery in order to effect positive change among the learners.

For each portfolio selection, a brief summary should be provided by the teacher as to why it was included.

Action Research Component of the Portfolio

The planning for the Action Research component will begin in Term I and its execution will begin promptly in Term II. Data collected will inform unit planning, lesson planning and assessment. Participants would have already completed relevant modules pertaining to the conduct of Action Research through the EDIP6090 Seminars. The exposure to these modules would have equipped them with skills to conduct an Action Research Project with a **clearly delimited** scope.

REGULATIONS

1. Students will be examined in
   (a) the Theory of Education i.e. Education core courses, Methods courses

   AND

   (b) the Practice of Education

2. In order to qualify for the award of the Postgraduate Diploma in Education, a candidate must satisfy the examiners in BOTH the Theory AND Practice of Education.

3. In order to be deemed to have passed in the Practice of Education a candidate must have achieved at least a grade of "B" in Practicum II (final practicum).

4. To be deemed to have passed in the Theory of Education a candidate must satisfy the examiners by achieving a grade of at least B in each component of the examination or coursework.

5. The Diploma may be awarded with Distinction. A distinction will be awarded on the basis that:

   the student has earned an A in the Practice of Education and the student has earned an A in the Theory of Education. In this context no grade in any component of the Theory of Education should be less than B+.

6. The University of the West Indies requires regular attendance at classes as well as on-site (a minimum of 75% attendance) as a condition of the award of the Postgraduate Diploma.

7. Failure to submit assignments of projects by the dates stipulated will result in the consequences outlined in the school's late submission policy unless a medical certificate is submitted prior to the deadline with a cover letter to the Head of the School and Coordinator of the Programme indicating that there is need for consideration of an extension given the medical extenuating circumstance.

8. All students are expected to attend tutorials in connection with written studies, projects, practicum activities, and such other aspects of the programme as may be determined from time to time.

9. Students are expected to dress professionally both on campus and in their school classrooms.

ASSESSMENT

Assessment in this programme will be on a continuous basis and, as such, there will be no formal examination at the end of the programme. Each student must complete assignments in the following areas:

Theory of Education

Foundations of Education

Classroom Assessment: Principles & Procedures

Introduction to Curriculum, Theory & Practice AND

The Methods Course

Practice of Education

Practicum Portfolio **AS WELL AS** the Practicum **AND** other short assignments and presentations as may, from time to time, be determined by lecturers/tutors.

All assignments/papers are expected to demonstrate students' understanding of the relationship between theory and practice.

The Grading Scheme for Written Studies and for the Practice of Education is as follows:

Grade	Quality Points	Mark%
A+	4.3	90–100
A	4.0	80–89
A–	3.7	75–79
B+	3.3	70–74
B	3.0	65–69
B–	3.0	60–64
C+	2.3	55–59
C	2.0	50–54
FI	1.7	40–49
F2	1.3	30–39
F3	0	0–29

Kindly note that this grading scheme is subject to the changes made by The University of the West Indies Board of Graduate Studies and Research and can change at any time as recommended by the board

Grade Definitions for the Practice of Education

A: Pass with distinction. Performance reflects overall excellence including a superior mastery of teaching technique, sound conceptual understanding of the structure of the subject, a superior ability to apply these both routinely and originally, good pupil/teacher relationships, an outstanding ability to meet the needs of individual students, to maintain a stimulating, engaging classroom environment conducive to learning and teaching and to developing higher order thinking skills with students. Several strengths and no significant weaknesses.

B+: A high standard/very competent in techniques and knowledge and in the ability to apply these, but short of the degree of originality and flexibility which marks the distinction candidate; good pupil/teacher relationships, a definite ability to meet the needs of individual students and to maintain high levels of student motivation for learning. Considerable strengths and no significant weakness.

B: Competent. No serious doubt about the student's craftsmanship. Performance reflects a mastery of techniques and understanding of knowledge and an ability to apply these appropriately and consistently in teaching, sound pupil/teacher relationships and better than average ability to meet the needs of individual students and to stimulate and maintain interest . No insurmountable weaknesses.

F(R): Serious/very serious doubts about student's ability to become a 'satisfactory' teacher for one or more reasons, such as

(a) performance reflects very little knowledge or technique and/or very little ability to apply these
(b) generally unimaginative teaching
(c) inability to relate/communicate with children or to promote efficient learning
(d) very poor class control and management
(e) very poor planning skills
(f) apparent failure to make an effort to present lessons satisfactorily
(g) or an apparent degree of irresponsibility

Adapted from the handbook for the Graduate Diploma in Secondary Education Programme for the School of Education University of the West Indies Cave Hill.

AWARD OF HONOURS IN THE B.ED.

In order to be eligible for Honours, a student must normally pass all courses listed under the appropriate Scheme of Examinations for that degree at the first sitting, except as provided below.

- A student who fails not more than two such courses at the first sitting and passes at the second sitting may still be awarded Honours. However, a student failing three or more of these courses may not be awarded Honours.
- Honours shall be awarded on the basis of performance in School and Cross School courses, provided that: i) No zero level and Level I courses are included; ii) 24 credits (8 courses) derive from the specialization.
- To obtain First Class Honours the student must achieve an average of not lower than 3.60 points.
- To obtain Second Class Honours (Upper Division) the student must achieve a Degree GPA between 3.00 and 3.50 points.
- To obtain Second Class Honours (Lower Division) the student must achieve a Degree GPA between 2.50 and 2.99 points.

NOTIFICATION OF RESULTS

At the end of each semester a Pass List shall be published for the programme. The results of the final examination shall be published in a separate Pass List, with the names of the successful students arranged alphabetically. All other normal School Requirements as specified in the regulations must be met.

REVISED GRADE DEFINITIONS W.E.F. 1 AUGUST2020

Grade	% Range	Grade Point	Grade Definition	Grade Description
A+	90 –100	4.3	Exceptional	Demonstrates exceptional performance and achievement in all aspects of the course. Exceptional application of theoretical and technical knowledge that demonstrates achievement of the learning outcomes. Goes beyond the material in the course and displays exceptional aptitude in solving complex issues identified. Achieves the highest level of critical, compelling, coherent and concise argument or solutions within the course.
A	80–89	4.0	Outstanding	Demonstrates outstanding integration of a full range of appropriate principles, theories, evidence and techniques. Displays innovative and/or insightful responses. Goes beyond the material with outstanding conceptualization which is original, innovative and/or insightful. Applies outstanding critical thinking skills.
A-	75–79	3.7	Excellent	Demonstrates excellent breadth of knowledge, skills and competencies and presents these in appropriate forms using a wide range of resources. Demonstrates excellent evidence of original thought, strong analytical and critical abilities; excellent organizational, rhetorical and presentational skills.

Grade	% Range	Grade Point	Grade Definition	Grade Description
B+	70-74	3.3	Very Good	Demonstrates evidence of very good critical and analytical thinking in most aspects of the course. Very good knowledge that is comprehensive, accurate and relevant. Very good insight into the material and very good use of a range of appropriate resources. Consistently applies very good theoretical and technical knowledge to achieve the desired learning outcomes.
B	65-69	3.0	Good	Demonstrates good knowledge, rhetorical and organizational skills. Good insight into the material and a good use of a range of appropriate resources. Good integration of a range of principles, techniques, theories and evidence.
B-	60-64	2.7	Satisfactory	Displays satisfactory evidence of the application of theoretical and technical knowledge to achieve the desired learning outcomes. Demonstrates sound organizational and rhetorical skills.
C+	55-59	2.3	Fair	Demonstrates fair breadth and depth of knowledge of main components of the subject. Fair evidence of being able to assemble some of the appropriate principles, theories, evidence and techniques and to apply some critical thinking.

Grade	% Range	Grade Point	Grade Definition	Grade Description
C	50-54	2.0	Acceptable	Demonstrates acceptable application of theoretical and technical knowledge to achieve the minimum learning outcomes required in the course. Displays acceptable evidence of critical thinking and the ability to link theory to application.
F1	40-49	1.7	Unsatisfactory	Demonstrates unsatisfactory application of theoretical and technical knowledge and understanding of the subject. Displays unsatisfactory ability to put theory into practice; weak theoretical and reflective insight. Unsatisfactory critical thinking, organizational and rhetorical skills.
F2	30-39	1.3	Weak	Weak overall performance with very limited knowledge and understanding of the subject. Little evidence of theoretical and reflective insights. Weak organizational and rhetorical skills.
F3	0-29	0	Poor	Overall poor or minimal evidence of knowledge and understanding of the subject. Displays little ability to put theory into practice; lacks theoretical and reflective insights. Incomplete breadth and depth of knowledge on substantive elements of the subject. Little or no evidence of critical engagement with the material. Responses are affected by irrelevant sources of information, poor organizational and rhetorical skills

GRADE POINT AVERAGE REGULATIONS

(i) First Degrees awarded by the University, with the exception of the B.Sc. (Engineering), The Bachelor of Science (Petroleum Geoscience), the Bachelor of Science (Surveying and Land Information), LLB, MBBS, DDS, and DVM, shall be classified as follows:

> First Class Honours (Weighted GPA 3.60 and Above)
>
> Upper Second Class Honours (Weighted GPA 3.00 – 3.59)
>
> Lower Second Class Honours (Weighted GPA 2.50 – 2.99)
>
> Pass (Weighted GPA 2.00 – 2.49)

(ii) Award of Honours in GPA System: Honours shall be awarded taking into account all Level II and Level III courses, excluding the Foundation courses.

(iii) The letter grades for completed courses used in the calculation of GPA shall be the following:

Grade	Quality Point	% Range
A+	4.30	90–100
A	4.00	80–89
A–	3.70	75–79
B+	3.30	70–74
B	3.00	65–69
B–	2.70	60–64
C+	2.30	55–59
C	2.00	50–54
F1	1.70	40–49
F2	1.30	30–39
F3	0.00	0–29

(iv) The following designations may be assigned, but shall not be used in the calculation of Grade Point Average:

PC: Preliminary Credits – used for matriculation purposes or the satisfying of prerequisites only

EX: Exemption

EI: Examination Irregularity – Candidate disqualified from examination on account of breach of the Regulations

EQ: Examination Query

(v) The following designations may be assigned and shall count towards the GPA: FA: When a student is absent from an examination without a valid reason

FC: Failed Coursework – indicates that a candidate has failed to satisfy the Examiner in the coursework component of the course

FE: Failed Examination – when a candidate has successfully completed the coursework requirement but has failed to satisfy the Examiners in the examination component of the course

AM: Absent Medical

IM: Incomplete Medical

V: Audited - when the course has been taken in accordance with Regulation 14

NV: When a student has been permitted to audit a course but has not done so satisfactorily

P: Pass - a pass obtained in a course taken on a Pass/Fail basis

F: Fail

ANP: Absent No Penalty - when a student is absent from an examination for acceptable reasons other than medical reasons

I: Incomplete - indicates that the student has made progress in a course but at the end of the semester has not finished the work required to receive a letter grade. An 'I' designation is not counted in credit hours earned, or quality hours until a letter grade is reported. If neither a letter grade nor notification of an extension of time is received by the Director of Administration from the Director of Academic Affairs, the I designation is replaced by an 'F' letter grade at the end of the first six weeks into the next semester. An extension of time may be granted, but shall not normally extend beyond the end of the semester in which the extension is granted. Any remaining I symbol at the end of the period of extension will be deemed an 'F'.

NR: Not Reported - grade not yet available.

IP: In Progress - when a dissertation, thesis, project, student teaching, practicum, internship, proficiency requirement, or other course intended

to last more than one semester is not completed during the semester in which the student is registered. The IP designation must be replaced with an appropriate grade on completion of the course.

(vi) The courses to be used for the purpose of determining the Weighted GPA for the class of degree to be awarded shall be as prescribed in School Regulations.

(vii) Where a course has been repeated, the penalty to be applied for failure and the grade to be used in the computation of the student's GPA if the course is subsequently passed, shall be as prescribed in School Regulations.

(viii) For the purpose of determining the Weighted GPA, failed courses shall be treated as prescribed in School Regulations.

(ix) Where credit for a course taken at another institution is requested, it is the student's responsibility to provide all the information needed by the University to enable it to assess the course.

(x) Credit hours earned from another institution at the time of admission to The University of the West Indies will not be used in the computation of a grade point average.

(xi) The following shall apply to credits earned by a UWI undergraduate from another approved institution:

   (i) A UWI student who wishes to take academic courses elsewhere and apply those credits toward The UWI degree must obtain approval in advance from the relevant Academic Board on the recommendation of the Board of the School in which he/she is registered.

   (ii) A student must have obtained a minimum UWI GPA of 3.00 to be approved to take courses as an exchange/transfer student.

   (iii) Only the grade equivalent as determined by the Board for Undergraduate Studies of the results achieved and not the marks or grades so earned at another institution shall be used in the computation of the student's GPA.

(xii) Except where otherwise prescribed in School Regulations, a student whose GPA for a given semester is less than or equal to 2.00 shall be deemed to be performing unsatisfactorily, and shall be placed on warning. A student on warning whose GPA for the succeeding semester is less than 2.00 will be required to withdraw. However, a student may be reinstated if his/her GPA

improves beyond 2.00 by credits obtained in Summer School. The credits would be rolled in to the GPA of the preceding semester of the academic year.

(xiii) A student on warning shall be counselled by the Director of Academic Affairs or Head of School or a designated school advisor. Such a student may, except where otherwise prescribed in School Regulations, be permitted by the Academic Board on the recommendation of School Board to carry a reduced course load.

(xiv) A registered student may be permitted to audit a course on the approval of the Director of Academic Affairs and the Head of School. Auditing means recorded attendance at the lectures, tutorials and laboratory sessions for a given course without the requirement of sitting the final exam. Satisfactory attendance certified by the Head of School shall be awarded the designation V. In absence of such certification, the designation NV shall be recorded.

(xv) No academic credit may be granted for auditing a course.

(xvi) A student who voluntarily withdraws from the University and who applies for readmission within five (5) years shall be granted exemption and credit for courses previously passed, subject to the time limit for the maintenance of credits stipulated in the relevant School Regulations and subject to the stipulation that the courses previously passed are not determined by the Board of the relevant School to be obsolete.

(xvii) Where exemption and credit are granted in accordance with (i), the grades obtained at previous attempts at such courses shall be used in the determination of the student's GPA.

(xviii) A student who was required to withdraw for reasons of failure to progress, as prescribed in School Regulations, may be readmitted on the following conditions: (i) A minimum of one (1) year must have passed since the date of withdrawal; (ii) All grades previously obtained shall continue to apply for the purpose of determining the student's GPA; (iii) Work done during the period between the student being required to withdraw and being granted readmission may be eligible for credit under Regulation 11.

(xix) Where there is a conflict between School Regulations and these regulations, these Regulations shall apply.

UNIVERSITY PLAGIARISM REGULATIONS

Application of these Regulations

1. These Regulations apply to the presentation of work by a student for evaluation, whether or not for credit, but do not apply to invigilated written examinations.

Definition of Plagiarism

2. In these Regulations, "plagiarism" means the unacknowledged and unjustified use of the words, ideas or creations of another, including unjustified unacknowledged quotation and unjustified unattributed borrowing.

"Level 1 plagiarism" means plagiarism which does not meet the definition of Level 2 plagiarism;

"Level 2 plagiarism" means plagiarism undertaken with the intention of passing off as original work by the plagiariser work done by another person or persons.

3. What may otherwise meet the definition of plagiarism may be justified for the purposes of Regulation 2 where the particular unacknowledged use of the words, ideas and creations of another is by the standards of the relevant academic discipline a function of part or all of the object of the work for evaluation whether or not for credit, for example:

    (a) The unacknowledged use is required for conformity with presentation standards;
    (b) The task set or undertaken is one of translation of the work of another into a different language or format;
    (c) The task set or undertaken requires producing a result by teamwork for joint credit regardless of the level of individual contribution;
    (d) The task set or undertaken requires extensive adaptation of models within a time period of such brevity as to exclude extensive attribution;
    (e) The task set or undertaken requires the use of an artificial language, such as is the case with computer programming, where the use of unoriginal verbal formulae is essential.

4. It is not a justification under Regulations 2 and 3 for the unacknowledged use of the words, ideas and creations of another that the user enjoys the right of use of those words ideas and creations as a matter of intellectual property.

Other Definitions

5. In these Regulations, - "Chairman" means the Chairman of the relevant Campus Committee on Examinations; - "Examination Regulations" means the Examination and other forms of Assessment Regulations for First Degrees, Associate Degrees, Diplomas and Certificates of the University; - "set of facts" means a fact or combination of facts. Evidence of plagiarism

6. In order to constitute evidence of plagiarism under these Regulations, there shall be identified as a minimum the passage or passages in the student's work which are considered to have been plagiarised and the passage or passages from which the passages in the student's work are considered to have been taken.

Student Statement on Plagiarism

7. When a student submits for examination work under Regulation 1, the student shall sign a statement, in such form as the Campus Registrar may prescribe, that as far as possible the work submitted is free of plagiarism including unattributed quotation or paraphrase of the work of another except where justified under Regulation 3.

8. Quotation or paraphrase is attributed for the purpose of Regulation 7 if the writer has indicated using conventions appropriate to the discipline that the work is not the writer's own.

9. The University is not prohibited from proceeding with a charge of plagiarism where there is no statement as prescribed under Regulation 7.

Electronic vetting for plagiarism

10. The results of any electronic vetting although capable, where the requirements of Regulation 7 are satisfied, of constituting evidence under these Regulations, are not thereby conclusive of any question as to whether or not plagiarism exists.

Level 1 Plagiarism

11. In work submitted for examination where the Examiner satisfied that Level 1 plagiarism has been committed, he/ she shall penalise the student by reducing the mark which would have otherwise been awarded, taking into account any relevant School regulations.

Level 2 plagiarism

12. Where an examiner has evidence of Level 2 plagiarism in the material being examined, that examiner shall report it to the Head of School or the Director of Academic Affairs and may at any time provide the Director of Administrative Affairs with a copy of that report. In cases where the examiner and the Head are one and the same, the report shall be referred to the Director of Academic Affairs and also to the Director of Administrative Affairs.

13. Where any other person who in the course of duty sees material being examined which he or she believes is evidence of Level 2 plagiarism that other person may report it to the Head of School or the Director of Academic Affairs and may at any time report it to the Director of Administration who shall take such action as may be appropriate.

14. Where a Head of School receives a report either under Regulation 12 or 13, the Director of Academic Affairs or Head of School, as the case may be, shall

(a) where in concurrence with the report's identification of evidence of Level 2 plagiarism, report the matter to the Director of Administration; or

(b) where not concurring in the identification of evidence of plagiarism, reply to the examiner declining to proceed further on the report; or

(c) where concluding that there is evidence of Level 1 plagiarism, reply to the examiner indicating that conclusion and the Examiner shall proceed as under Regulation 11.

15. Where a report is made to the Director of Administration under Regulation 14a or 16, the Director of Administration shall lay a charge and refer the matter to the Campus Committee on Examinations.

16. Where the Director of Administration receives a report alleging Level 2 plagiarism from the Examiner or any other person except the Director of Academic Affairs or Head of School, the Director of Administration shall refer the matter to a senior academic to determine whether there is sufficient evidence to ground a charge of plagiarism and where such evidence is found, the Director of Administration shall proceed as under Regulation 15.

17. Where the matter has been referred to the Campus Committee on Examinations pursuant to Regulation 15, proceedings under these Regulations prevail over any other disciplinary proceedings within the University initiated against the student based on the same facts and, without prejudice to Regulation 21, any other such disciplinary proceedings shall be stayed, subject to being reopened.

18. If the Campus Committee on Examinations is satisfied, after holding a hearing, that the student has committed Level 2 plagiarism, it shall in making a determination on the severity of the penalty take into consideration:

(a) the circumstances of the particular case;

(b) the seniority of the student; and

(c) whether this is the first or a repeated incidence of Level 2 plagiarism.

19. Where the Campus Committee is of the view that the appropriate penalty for an offence of Level 2 plagiarism is for the student to be:

(i) awarded a fail mark;

(ii) excluded from some or all further examinations of the University for such period as it may determine;

(iii) be dismissed from the University, it shall make such recommendation to the Academic Board.

Clearance on a Charge of Level 2 Plagiarism

20. A determination of the Campus Committee on Examinations that Level 2 plagiarism has not been found will be reported to the Director of Administration who shall refer it to the Examiner and notify the student. Where the Committee has not identified Level 2 but has identified Level 1, it shall be reported to the Director of Administration who shall refer it to the Examiner.

Level 2 plagiarism: Appeal to the Senate

21. A student may appeal to the Senate from any decision against him or her on a charge of plagiarism made by Academic Board.

Delegation by Director of Academic Affairs or Head of School

22. The Director of Academic Affairs or Head of School, as the case may be, may generally or in a particular instance delegate that officer's functions under these Regulations.

Conflict of Interest Disqualification

23. Any person who has at any time been an Examiner of work or been involved in procedures for laying charges in relation to which an issue of plagiarism is being considered under these Regulations shall withdraw from performing any functions under these Regulations other than those of Supervisor and Examiner.

APPENDIX I - FURTHER GUIDANCE ON THE B.ED. STUDY

Under the guidance of an assigned supervisor, students are expected to engage in activities such as:

Semester 1

- Prepare a proposal for the study
- Present the proposal to the faculty and their peers
- Work on the literature review and methodology sections
- Select or construct relevant data collection tools

Semester 2

- Engage in data collection activities
- Compile collected data in an appropriate manner
- Analyse the data
- Write the research report

This Schedule Guide can be filled in after discussion with your supervisor.

COMPLETING THE B. ED. STUDY

SEMESTER 1

TASK	COMPLETED BY
Submission of Research Topic and Title	
Presentation/Discussion of Research Proposal with Faculty/ Supervisor	
Reviewing and/or Revising Proposal	
Literature Review, Methodology & Instruments (**Students should have a draft of the first three chapters/sections by the end of Semester 1.**)	

Students should have a draft of the first three chapters/sections by the end of Semester I.

SEMESTER 2

TASK	COMPLETED BY
Completion of Data Collection	
Completion of Chapters 4 & 5 based on Analysis of Data Collected	
First Draft of Paper	
Revisions towards Submission of FINAL Paper	
Submission of FINAL paper	

This is a TWO SEMESTER (year long) course. Candidates who have not satisfactorily completed the tasks assigned for the first semester may NOT be allowed to register for the second semester.

CHOOSING A TOPIC FOR THE B.ED. STUDY

The topic selected for the research should be related to the candidate's area of specialisation. For example, students whose specialisation is in Language and Literacy should select a topic related to this area.

When selecting a topic, candidates should:

- Find an issue within their **OWN INTERESTS** and capabilities
- Consider the **AVAILABILITY OF OTHER SKILLS AND COMPETENCIES** which you may need
- Be aware of the **TIME** available for data collection;
- Pay attention to the **DEADLINE** for submission.

SOME CONSIDERATIONS FOR PLANNING AND CONDUCTING YOUR STUDY

- Delimit your topic/ensure to ensure that it focused and manageable.
- Review information on how to write a clear and concise problem statement
- Locate relevant literature using all the resources available to you.
- Identify appropriate sources of data (people, documents and or other sources) carefully
- Create appropriate data collection tools and manage the administration procedures to promote a high degree of reliability and validity of the research results.
- Manage time wisely: pay attention to schedule events in the research

environment. Do not wait until the "last minute" to attempt to collect data.

- Be guided by ethical principles of research

REPORTING YOUR RESEARCH

The general format of the research report consists of SEVEN (7) chapters/sections. These are:

1. Introduction

2. Review of Literature

3. Methodology

4. Findings/Results

5. Discussion/Conclusions/ Recommendations

6. List of References (using the current edition APA style)

7. Appendices

FORMAT OF RESEARCH PAPER: GENERAL GUIDELINES

PRELIMINARY PAGES

- Title Page (See Appendix A for example)
- Inside Cover Page
- Table of Contents
- Abstract* (About 250 words)
- Acknowledgements*
- Dedications* (Optional)

  (* These should be paginated in Roman numerals)

CHAPTER ONE: INTRODUCTION:

- Background to the study and the rationale for doing it.
- Discussion of the significance of the study and who might be interested in it
- Problem statement
- Research questions and/or hypotheses

CHAPTER TWO: REVIEW OF LITERATURE

- Critical discussion of other related research to your area of study the research topic.

- o Critique other studies showing how they influenced your choices for your own research.
  - o Use supporting and opposing views

- Do not lift large chunks of text from any source for your literature review. Avoid overuse of quotations: summarize and paraphrase as needed and acknowledge all sources accurately
- ALL sources of literature should be properly acknowledged.

CHAPTER THREE: METHODOLOGY

This ought to be a very strong chapter/section. It can determine the credibility of your work. You should include here:

- **Research design** (for example, survey, case study, action research):
- A brief discussion of:
  - o The appropriateness of the design for answering the research question or testing the research hypotheses;
  - o the strengths and limitations of the design and the possible impact on your research;
  - o what was done to eliminate or minimise the effects of the limitations.

- **data sources**: a description of the people and / or places from which data were collected (demographics); a clear and concise explanation of how the sources were selected (sampling);
- **data collection approaches**: a report of the approaches used to collect data (e.g. surveying; observing; interviewing)
- discussion of
  - o appropriateness of the selected approaches
  - o strengths and limitations of the approaches and what was done to eliminate or minimise the effects of the limitations

- **data collection tools**:
  - o description of the instruments used to collect the data;
  - o origin of instrument (researcher constructed or adapted)
  - o validation (process of getting the instruments ready for use): reliability and validity of the instrument

- **data analysis procedures**: a report of how the data were analysed and why (For examples tables, graphs anecdote)

- **methodological and ethical issues – discussion of any** that were faced and how they were resolved. (for example, sampling procedures, anonymity and confidentiality, whether permission was sought, including special cases)

  PLAGIARISM is a serious offence in the world of academia**. You may face disciplinary action if you are found guilty of plagiarism!**

CHAPTER FOUR: PRESENTING AND ANALYSING THE DATA

Present the results of the data analysis procedures in different ways:

- sub-headings that match your research questions;
- sub-headings that match the items on a questionnaire or interview questions.
- Report what you learned from the evidence gathered, but you are also presenting that evidence. You should:
- find concise ways of presenting that evidence (e.g. in tables, figures, charts, or excerpts from textual data);
- select the method that best communicates to the readers what you want them to know (**do not present the same information in several different forms**)
- set out the results of your analyses, with perhaps only brief descriptive comments but no other discussion, with the main discussion is done in the following chapter or section;

CHAPTER FIVE: CONCLUSIONS, DISCUSSION & IMPLICATION

Remind the readers of this purpose, how you went about your investigation and what your **main findings** were.

- present the results of the analyses and comment on them at the same time by making comparisons of your findings with those of previous studies, or even possible explanation of your findings
- **suggest implication**
- make any recommendations for action, **based on the findings of your research** (what and who will do it for the desired change)

APPENDIX II: DEFINITION OF TERMS

TERMINOLOGY	DEFINITION
CREDIT	A unit of study counting towards a degree or diploma
CREDIT HOURS	The numerical credit value assigned to a course. The credit values for courses as well as for projects, laboratory sessions, foreign language classes or other contact hours are determined by the Faculty Boards and are approved by the Board for Undergraduate Studies.
COURSE	A body of knowledge circumscribed by a syllabus to be imparted to students by sundry teaching methods and usually followed by an examination. A course may be either compulsory or elective.
DISCIPLINE	A body of knowledge distinguishable from other such bodies on the basis of criteria such as method of enquiry, axioms, and areas of application.
ELECTIVE	An optional course of study selected by the person concerned.
PART	A portion of a programme defined by the regulations governing the programme.
PROGRAMME	A sequence of courses (designed to achieve pedagogical goals) the taking of which is governed by certain regulations and the satisfactory completion of a minimum of which (determined by such regulations) makes a candidate eligible for the award of a degree/diploma/certificate.
MAJOR	A permissible combination of courses leading to a degree, diploma or certificate.

APPENDIX III: FREQUENTLY ASKED QUESTIONS

Q: HOW MANY COURSES AM I ALLOWED TO REGISTER FOR IN EACH SEMESTER?

A. Full time students are normally required to register for thirty (30) credits, (i.e. 10 courses) in any one academic year while part-time students may not register for more than eighteen (18) credits (i.e. 7 courses) per year. In special circumstances, students may be allowed to exceed the limit.

Q: CAN I GET SPECIAL PERMISSION TO DO EXTRA COURSES?

A. Yes. Students who are in their final year of study (that is, they will complete at the end of the second semester) are usually allowed to do one extra 3-credit course and in exceptional cases, two extra 3-credit courses.

Q: WHERE DO I RECEIVE APPROVAL FOR OVER-RIDES FOR COURSES IN RED WITH THE FOLLOWING COMPONENTS: PREREQUISITE, TEST SCORE ERROR, MAXIMUM HOURS EXCEEDED AND CAMPUS RESTRICTION?

A. At the department in which the particular course (s) is/are offered. The Faculty Office approves over-rides for maximum hours exceeded and campus restriction.

Q: HOW DO I KNOW WHICH LEVEL A COURSE BELONGS TO?

A. The first number in the course code is an indication of the level and the letters are an indication of the subject area. For example:

- COMP0001 – Preliminary Computer Science course
- SPAN1001 - Level I Spanish course
- HIST2001 - Level II History course
- LITS3001 - Level lll Literature course

Q: HOW DO I GO ABOUT MAKING CHANGES TO MY COURSES AFTER REGISTRATION HAS CLOSED?

A. Students wishing to make changes to their records after the registration period has ended may do so by submitting an online request on the Automated Student Request Module which can be accessed through the Student Administration System Section (SAS).

Q: HOW DO I REQUEST A CHANGE OF STATUS FROM PART-TIME TO FULL-TIME?

A. Students who wish to change their enrolment status should first go to the "Request a Change of Major or Enrolment Status" link at the Student Administration Systems (SAS)

Registration Menu. Such requests MUST be made at the beginning of the academic year.

Please note that part-time students who were accepted into the Faculty with lower level matriculation may transfer to full-time status only after completing a minimum of 15 credits.

Q: Is there a deadline for making a Leave of Absence application?

A. Applications for leave of absence must be made no later than the third week of the relevant semester.

Q: HOW DO I GO ABOUT APPLYING FOR LEAVE OF ABSENCE?

A. A student who for good reason wishes to be absent from an academic programme for a semester or more must apply for formal Leave of Absence through the Automated Student Request Module which can be accessed through the Student Administration System (SAS).

Leave of Absence may be granted for one semester or for an academic year. Leave of Absence, however, will not be granted for more than two consecutive academic years, or in the first year of the programme. A student who wishes to deregister from all courses in the first year of their programme must request deferral until either the next semester or the next academic year.

Q: HOW DO I CHANGE TO ANOTHER MAJOR IN MY FACULTY?

A. This request has to be made online via the Student Administration System (SAS) and approved by the department that offers the major. Full-time students must do this no later than the start of their third semester of registration while part-time students are required to do this no later than the start of their fifth semester of registration.

Q: HOW DO I TRANSFER TO ANOTHER FACULTY?

A. All students wishing to transfer to another faculty must apply online to the programme of their choice via the Student Administration System (SAS).

Q: HOW MANY COURSES AM I ALLOWED TO REGISTER FOR IN EACH SEMESTER?

A. Full time students are normally required to register for thirty (30) credits, (i.e. 10 courses) in any one academic year while part-time students may not register for more

than eighteen (18) credits (i.e. 7 courses) per year. In special circumstances, students may be allowed to exceed the limit.

Q: CAN I GET SPECIAL PERMISSION TO DO EXTRA COURSES?

A. Yes. Students who are in their final year of study (that is, they will complete at the end of the second semester) are usually allowed to do one extra 3-credit course and in exceptional cases, two extra 3-credit courses.

Q: WHERE DO I RECEIVE APPROVAL FOR OVER-RIDES FOR COURSES IN RED WITH THE FOLLOWING COMPONENTS: PREREQUISITE, TEST SCORE ERROR, MAXIMUM HOURS EXCEEDED AND CAMPUS RESTRICTION?

A. At the department in which the particular course (s) is/are offered. The Faculty Office approves over-rides for maximum hours exceeded and campus restriction.

Q: HOW DO I KNOW WHICH LEVEL A COURSE BELONGS TO?

A. The first number in the course code is an indication of the level and the letters are an indication of the subject area.

For example:
- COMP0001 – Preliminary Computer Science course
- SPAN1001 - Level I Spanish course
- HIST2001 - Level II History course
- LITS3001 - Level III Literature course

Q: HOW DO I GO ABOUT MAKING CHANGES TO MY COURSES AFTER REGISTRATION HAS CLOSED?

A. Students wishing to make changes to their records after the registration period has ended may do so by submitting an online request on the Automated Student Request Module which can be accessed through the Student Administration System Section (SAS).

Q: HOW DO I REQUEST A CHANGE OF STATUS FROM PART-TIME TO FULL-TIME?

A. Students who wish to change their enrolment status should first go to the "Request a Change of Major or Enrolment Status" link at the Student Administration Systems (SAS)

Registration Menu which can be accessed at ----. Such requests MUST be made at the beginning of the academic year.

Please note that part-time students who were accepted into the Faculty with lower level matriculation may transfer to full-time status only after completing a minimum of 15 credits.

Q: Is there a deadline for making a Leave of Absence application?

A. Applications for leave of absence must be made no later than the third week of the relevant semester.

Q: WHAT ARE THE FOUNDATION COURSES THAT STUDENTS OF THE FACULTY OF HUMANITIES AND EDUCATION ARE REQUIRED TO DO?

A. FHE students are required to do the following foundation courses:

- Critical Reading and Writing for the Humanities (FOUN1016) or Critical Reading and Writing in the Disciplines (FOUN1019)
- Language: Argument (FOUN1002)
- Sciences, Medicine and Technology in Society (FOUN1201)
- Law, Governance, Economy & Society (FOUN1301)

*Students who are not exempt from the ELPT and who have not been successful in the test are required to register for FOUN0100

Q: DO I HAVE TO DO COURSES OUTSIDE MY FACULTY?

A. Humanities and Education students do not have to do courses outside the Faculty, but are, allowed a maximum of 30 credits if they choose to do so.

Q: CAN I DO A SEMESTER AT ANOTHER UNIVERSITY?

A. Yes, students of the Faculty have the option of pursuing courses at another university. Please visit the International Students Office for information on the University's international Exchange and Study Abroad programme.

Q: HOW MANY COURSES AM I PERMITTED TO DO DURING THE SUMMER?

A. Students are allowed to do a maximum of three 3-credit courses during the summer.

Q: CAN I DO CO-CURRICULAR CREDITS?

A. Yes. Co-curricular courses are offered through Office of Students Services and Development. Co-curricular credits are done at Level II and students can get only 3 credits of co- curricular courses.

Q: Q. WHAT IS A CREDIT CHECK?

A. This is a consultation requested at the Faculty Office via telephone, email or in person; which tells the students how far along they are in their degree programme

Q: HOW SOON AFTER THE REQUEST IS MADE CAN I COME IN FOR THE CREDIT CHECK?

A. No sooner than one day and no later than two weeks, after which, a new request must be made.

Q: CAN I RECEIVE A CREDIT CHECK OVER THE PHONE OR VIA EMAIL?

A. No, it is a face-to-face interactive consultation with a representative of the Faculty Office. The student will thus be required to take with them their UWI identification card as proof of identity.

Q: I ENTERED THE UNIVERSITY BEFORE2003, WOULD MY DEGREE BE ASSESSED UNDER THE GPA SYSTEM?

A. All active student records have recently been converted to the Banner GPA system. However, while pre-GPA students are currently being assessed based on the year they matriculated; they are also being assessed under the GPA system. Whichever system is more advantageous to the student in his/her graduating year, he/she would be awarded the "better" class of degree.

Q: I MISSED AN EXAM. WHAT SHOULD I DO?

A. If you missed an examination for medical reasons, you should submit a signed medical certificate to the UWI Health Centre within seven days. The Health Centre will then submit a letter on your behalf to the Examination Section of the Registry. You may be permitted to sit the exam at the next available sitting. (Refer to Examination Regulations, Section II, 17-32).

If you were absent from an examination for reasons other than medical, you would be required to register again for the course, if said course is compulsory. Departments may however advise students on other available options (e.g. Exams only).

Q: Q. WHERE CAN I APPLY FOR A GO-THROUGH OR A REMARK FOR A COURSE I HAVE FAILED?

A. A request for a go-through or remark can be made at the Examinations Sections.

Q: HOW DO I APPLY TO DO A COURSE AS 'EXAMS ONLY'?

A. Students are entitled to register for 'exams only' only with the permission of the lecturer for the particular course once the student has registered, attended classes and has completed all course work. Recommendation for 'exams only' is made by the department in which the course is offered via a letter through the Dean of Faculty to the Student's Records Unit.

Q: THERE IS A "WARNING" STATUS ON MY ON-LINE STUDENT RECORD. WHAT DOES THIS MEAN?

A. A "warning" status reflects poor academic performance (i.e. the receipt of a term GPA of 1.99 or less). This should be taken seriously and the student should seek counsel from his/her academic advisor. If such poor performance is maintained by a student for the following semester, the student will be asked to withdraw from the UWI.

Q: I WAS ASKED TO WITHDRAW AS A RESULT OF UNSATISFACTORY PERFORMANCE, HOW SOON WILL I BE ALLOWED TO RESUME MY STUDIES?

A. No sooner than one (1) year after the date of withdrawal. A student who has been required to withdraw may request a meeting with the Dean, who may decide to waive the requirement.

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