



UWI
GLOBAL CAMPUS

GRADUATE STUDENT HANDBOOK

2026/2027





THE UNIVERSITY OF THE WEST INDIES

MISSION

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

VISION

An excellent global University rooted in the Caribbean.

VALUES

Integrity, Excellence, Gender Justice,
Diversity, Student-centredness.

THE MOTTO OF THE UNIVERSITY

"Oriens ex Occidente Lux:
A Light Rising from the West"



THE UNIVERSITY OF THE WEST INDIES

The Coat of Arms of The University of the West Indies consists of a shield and a crest.

Forming the main background of the shield is the sea represented by white and blue (three each) wavy lines on which is the open book; the upper part of the shield, the chief, is red with a Lion to show the connection with the Crown, but the Lion is covered with black spots. This is the Lion borne by H.R.H. Princess Alice, Countess of Athlone, appointed by the King (George VI) to be the first Chancellor, so that this appointment is recorded forever in the Arms of the University.

The crest is the brown Pelican, which fishes in its prehistoric fashion along the coasts of all the Caribbean Lands: the pelican is a symbol of care for the young because of the medieval, but untrue, belief that it punctures its breast to feed its young on its blood. It is also used as a crest by both Corpus Christi Colleges of Oxford and Cambridge.

“Oriens ex Occidente Lux”
A Light Rising from the West

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LIST OF ABBREVIATIONS

ABBREVIATION	EXPLANATION
APAD	Academic Programming and Delivery Division
BDU	Business Development Unit
BGSR	Board for Graduate Studies and Research
BOTs	British Overseas Territories
BVI	British Virgin Islands
CAIHR	Caribbean Institute for Health Research
CAS	Connecting As Students
CATS	Computing and Technical Services
CAYS	Child Adolescent and Youth Studies
CCDC	Caribbean Child Development Centre
CCGSR	Campus Committee for Graduate Studies and Research
CE	Comprehensive Examination
CI	Course Instructor
CIPME	Caribbean Institute of Professional Military Education
CITI	Collaborative Institutional Training Initiative
CPE	Continuing & Professional Education
CQ	Curriculum Quality
CQA	Course Quality Assistant
CSDR	Consortium for Social Development and Research
EdD	Doctor of Education
ESC	Empire State College
FA	Failed Absent
FC	Failed Coursework/Component
FE	Failed Examination
GCAPS	Global Campus Association of Postgraduate Students
GCS	Global Campus Sites
GCLIS	Global Campus Libraries and Information Services
GCMT	Global Campus Management Team
GF	Group Facilitators
GLCs	Global Learning Centres
GPA	Grade Point Average
HREP	Health Research and Epidemiology
HRM	Human Resource Management
HSLSI	Hugh Shearer Labour Studies Institute
ID	Identification
IDT	Instructional Design and Technology
IRB	Institutional Review Board
IT	Information Technology

ABBREVIATION	EXPLANATION
JDF	Jamaica Defence Force
LE	Learning Exchange
LOA	Leave of Absence
LSS	Learning Support Specialist
LW	Late Withdrawal
MA	Master of Arts
MEd/MED	Master of Education
MIS	Management Information Systems
MPhil	Master of Philosophy
MSc/MSC	Master of Science
OGSR	Office of Graduate Studies and Research
OPDD	Online Programmes Delivery Department
PAIR	Planning and Institutional Research
PhD	Doctor of Philosophy
PLA	Prior Learning Assessment
PM	Programme Manager
PSM	Public Sector Management
REC	Research Ethics Committee
RS	Research Supervisors
RTW	Required to Withdraw
SEU	Student Experience Unit
SGSR	School for Graduate Studies and Research
SWTRC	Social Work Training and Research Centre
T&L	Teaching and Learning
TLET	Teaching and Learning with Emerging Technologies
TLIU	Tertiary Level Institutions Unit
UWI	University of the West Indies
UWIDEC	UWI Distance Education Centre
UWIDITE	UWI Distance Teaching Experiment
UWI <i>linC</i>	UWI Libraries Information Connexion
VISO	Virtual International Students Office
WAND	Women and Development

PRINCIPAL OFFICERS OF THE UWI GLOBAL CAMPUS

Pro Vice-Chancellor & Campus Principal

Dr Francis Severin

Deputy Campus Principal

Dr Emily Dick-Forde

Campus Registrar

Miss Althea Gordon

Chief Financial Officer

Dr Noel Morgan

Chief Information Officer

Mrs Tracey Edwards Greaves

Senior Librarian

Mrs Adele Merritt Bernard

Directors

School of Graduate Studies and Research

Dr Nicole Phillip (Ag.)

Global Campus Sites

Dr Nicole Phillip

Academic Programming and Delivery

Dr Avanelle Joseph-Edwards (Ag.)

Consortium for Social Development & Research

Mrs Ceceile Minott

GUILD OF STUDENTS' REGIONAL EXECUTIVE

ACADEMIC YEAR 2026-2027

Guild President

Salinah Cufie

Vice President Special Projects and Fundraising

Shem Hippolyte

Vice President - Administration, Sites and Services

Makiba Ward

Guild Treasurer

Sean Murray

Secretary

Pauline Duporte

Communications and Public Relations Officer

Stacey Tewes

Games Committee Chairperson

Glenroy Thomas

Returning Officer

Ervin Henry

Postgraduate Representative

Cashave Shaw



Front left: Stacey Tewes, Communications and Public Relations Officer; Makiba Ward, VP Administration, Sites and Services; Salinah Cufie, President; Pauline Duporte, Secretary;

Back left: Ervin Henry, Returning Officer; Shem Hippolyte, VP Special Projects and Fundraising; middle back – Cashave Shaw, Postgraduate Representative; Glenroy Thomas, Games Committee Chair; Sean Murray, Treasurer.

MESSAGE FROM THE DIRECTOR (AG.) OF GRADUATE STUDIES AND RESEARCH



Dear Postgraduate Students:

It is indeed my pleasure to welcome you as a postgraduate student at The University of the West Indies Global Campus for the 2026–2027 academic year.

Embarking on graduate studies is an important and rewarding step in your academic and professional development. This journey will challenge you to think critically, engage deeply with new ideas, broaden your intellectual capacity, and apply your knowledge in meaningful ways. It will also provide opportunities for you to develop as a scholar, researcher, practitioner and leader, equipped to contribute to the advancement of your profession, your community, the Caribbean region and the wider world.

The intellectual rigour of postgraduate study will challenge you to become your best self. Along the way, you may encounter unexpected obstacles and moments of uncertainty. These experiences are a natural part of growth and will call upon you to remain focused, adaptable and determined. The Ghanaian proverb, “Change your steps according to the change in the rhythm of the drums,” is particularly fitting. When circumstances change, you must be prepared to adjust your approach, explore new possibilities and continue moving purposefully towards your goals.

I encourage you to take full advantage of the academic resources, professional networks and opportunities for collaboration available to you. Engage actively with your lecturers, supervisors and fellow students, and allow the diversity of perspectives within the Global Campus community to enrich your learning experience. Remember that perseverance, curiosity and a willingness to seek support when needed will be invaluable throughout your journey.

There are no limits to your possibilities. Believe in your ability to succeed, remain committed to the goals that brought you here and embrace every opportunity to learn and grow.

The School of Graduate Studies is committed to supporting you at every stage of this journey. We look forward to celebrating your progress and, ultimately, your success.

I wish you an engaging, productive and fulfilling academic year.

God’s richest blessings.

Nicole Phillip (Dr)
Director (Ag.), Graduate Studies and Research



MESSAGE FROM THE PRESIDENT - GLOBAL CAMPUS ASSOCIATION OF POSTGRADUATE STUDENTS



My Fellow Postgraduate Scholars,

It is my distinct honour to welcome you as President of the Global Campus Association of Postgraduate Students (GCAPS) for the 2026-2027 academic year.

My name is Cashave Shaw. I am pursuing the MSc. in Management Studies with a concentration in General Management. Born and raised in Jamaica, I come to this role grounded in service, shaped by leadership, and driven by one belief: when postgraduate students thrive, our entire Global Campus thrives.

My commitment to you is simple and profound: to build a postgraduate experience that is engaging, excellent, and empowering. This year will not be about responding to challenges after they arise. It will be about creating opportunities before you even have to ask.

My Strategic Vision: The E.E.E.C.T. Framework

My tenure will be guided by five strategic pillars, operating on a continuous cycle of Listen → Engage → Empower → Support → Measure. Together, these form a blueprint to transform representation into results.

1. ENGAGE: Build a United Postgraduate Community

A community where every voice matters and no student studies in isolation.

Key Initiatives: Graduate Townhall Meetings | Graduate Appreciation Week | Student Recognition Awards

Our Focus: Create direct channels for your ideas. Strengthen bonds across programmes, campuses, and countries. Celebrate the people who make GCAPS exceptional.

The Impact: Greater participation, stronger belonging, and a culture where every postgraduate feels seen.

2. EXCEL: Elevate Academic excellence & Research Capacity

Postgraduate study should sharpen your mind and expand your impact.

Key Initiatives: Research Writing Workshops | Citation & Referencing Training | Peer Learning Circles

Our Focus: Equip you with practical tools for academic writing, argument development, and research integrity. Make academic support accessible virtually to every student, everywhere.

The Impact: Higher quality research, stronger academic performance, and graduates who lead with intellectual rigor.

3. EMPOWER: Advance Professional Development & Leadership

Your degree is more than academic; it is preparation for leadership.

Key Initiatives: CV & Résumé Workshops | Interview Preparation & Coaching | Leadership Development Series

Our Focus: Translate your academic expertise into career currency. Build confidence, communication, and competencies that employers seek.

The Impact: Career-ready graduates who transition from university into roles of influence with purpose and preparation.

4. THRIVE: Prioritize Student Wellness & Mental Health

Excellence cannot exist without well-being.

Key Initiatives: Mental Health Awareness Month | Wellness Wednesdays

Our Focus: Normalize conversations around mental and emotional health. Provide practical tools for stress management, resilience, and mindfulness.

The Impact: A resilient, supported postgraduate community that recognizes wellness as foundational to success.

5. CONNECT: Drive Digital Transformation & Communication

Information is power, and access should never be a barrier.

Key Initiatives: Monthly Postgraduate Newsletter | Centralized Digital Platforms

Our Focus: Deliver consistent, clear, and timely updates. Use technology to bridge distances and keep you informed, involved, and heard.

The Impact: Better information flow, increased satisfaction, and proactive, not reactive representation.

As the late Bob Marley said, “You can’t find the right roads when the streets are paved.” This year, together, we will pave new roads, roads of collaboration, innovation, and opportunity.

I invite you to walk those roads with me. Share your ideas. Join the forums. Take part in the workshops. Connect with your peers. This is your time not just to earn a degree, but to grow, to lead, and to leave a legacy.

I am eager to work with you, learn from you, and advocate for you. Let us make 2026-2027 the year GCAPS moved from good to exceptional.

With purpose, passion, and service,

Cashave Jovan Barnes Shaw (Mr), JP, B.Sc. (Hons.)
President, Global Campus Association of Postgraduate Students (GCAPS) 2026-2027
Postgraduate Representative, Global Campus Regional Guild Executive 2026-2027
Email: postgrad.rep@my.open.uwi.edu

HOW TO USE THIS HANDBOOK

The Graduate Student Handbook includes:

- Relevant Regulations – e.g. Admission Criteria, Exemptions, Progression, GPA, Leave of Absence, etc.
- Programme Descriptions and Course Listings with prerequisite requirements and Programme Specific Regulations and information on Plagiarism.
- Clickable Links to Email addresses, Forms, Websites, and Documents (e.g. Regulations, Thesis Guide etc.)

Students should note the following:

Information in the Graduate Student Handbook should be read in conjunction with the following University Regulations:

[Regulations for Graduate Certificates, Diplomas and Degrees \(with effect from August 2018\) and any subsequent amendments thereof.](#)

[Grade Point Average Regulations for Graduate Certificates, Diplomas, Taught Masters and Professional Doctorate Programmes \(Effective August 2021\).](#)

[Regulations for Professional Doctorates \(Effective August 2022\)](#)

Should there be a conflict between information in this Handbook and the University Regulations for Graduate Certificates, Diplomas and Degrees, the University Regulations shall prevail. Every effort has been made to avoid this situation, but kindly bring it to the attention of [Graduate Studies | UWI Global Campus](#)

LEGAL NOTICE

1. Notwithstanding the contents of Student Handbooks, course outlines or any other course materials provided by the University, the University reserves the right at any time to altogether withdraw, alter or modify its programmes or courses and/or vary its modes or methods of teaching, delivery and assessment of its programmes or courses, as deemed necessary in the following circumstances:
 - (a) As a result of any changes imposed by national laws, legislation or governmental regulations or orders made from time to time;
 - (b) In response to the occurrence of a force majeure event, including but not limited to, war (whether declared or not), riots, civil disorder, epidemics, pandemics, quarantines, earthquakes, fire, explosions, storms, floods or other adverse weather conditions, strikes, lockouts or other industrial action, confiscation or any other action or authority by governmental or regulatory agencies or acts of God;
 - (c) In the event of an emergency where there is risk to life and property;
 - (d) Where the exigencies of the circumstances require such action to be taken by the University.
2. Where permitted by national laws and regulations, the University may make appropriate arrangements to facilitate on-site teaching and/or conduct of practical components of specific programmes and courses, with such arrangements to follow strict adherence to all relevant Public Health Regulations and Guidelines and the University's Health and Safety protocols and guidelines.

CONTACT US

The office of the **School for Graduate Studies and Research in the Global Campus** is located in the Regional Headquarters Building, The University of the West Indies, Mona, Kingston 7, Jamaica.

Email: [Director, GSR | UWI Global Campus](#)

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The **Office of Graduate Studies and Research** is located in the Global Campus Learning Centre, The University of the West Indies, Cave Hill, Barbados.

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DIRECTOR (AG.) SCHOOL FOR GRADUATE STUDIES AND RESEARCH



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PART I: THE UNIVERSITY OF THE WEST INDIES

BACKGROUND

The University of the West Indies has the unusual distinction of being the sole regional institution of higher learning serving seventeen Caribbean countries: Anguilla, Antigua and Barbuda, the Bahamas, Barbados, Belize, Bermuda, the British Virgin Islands, the Cayman Islands, Dominica, Grenada, Jamaica, Montserrat, St. Kitts and Nevis, Saint Lucia, St. Vincent and the Grenadines, Trinidad and Tobago and the Turks and Caicos Islands. In addition, Guyana is a full participant in the Faculty of Law.

The University began at Mona, Jamaica in 1948 as a College of the University of London. It achieved full university status in 1962. The Imperial College of Tropical Agriculture in Trinidad was converted into the St. Augustine Campus in 1961 and in 1963 a third campus was established at Cave Hill in Barbados.

In 2007, the University Council approved the establishment of the fourth campus, the Open Campus, (now the Global Campus), to enable the University to expand the scope, enhance the appeal and improve the efficiency of its service to the individuals, communities and countries which it serves across the region, the diaspora and beyond. The Global Campus builds on the work and resources of the former School of Continuing Studies, Tertiary Level Institutions Unit and The UWI Distance Education Centre to increase opportunities for access to tertiary education and provide an expanded range of programme offers and more coherent services to meet the needs of the communities we serve. The academic year 2019/2020 saw the birth of a fifth campus, the Five Islands Campus located in Antigua and Barbuda.

Through its several faculties and different campuses, The UWI offers degree programmes in Agriculture, Humanities, Education, Engineering, Law, Medical Sciences, Natural Sciences and Social Sciences. The UWI maintains its presence and operations throughout the region through the Global Campus. The Global Campus has a physical Site in each contributing country (except Bermuda) and functions as a network of real and virtual nodes to deliver education and training using a variety of instructional methods including distance education, online and blended learning tools and face-to-face learning. The Country Sites allow for the blending of online and face-to-face learning experiences and promote the enrichment of the social aspects of learning in a collegial environment.

As a regional institution, The UWI offers the rich and vibrant atmosphere that results from the interaction of students connected, yet varied, in cultural and social backgrounds. A strong emphasis on Caribbean issues in both teaching and research makes the university an ideal learning ground for both regional and international students.

THE UWI GLOBAL CAMPUS

Global Campus Roots

The UWI Global Campus and the support it provides to the region can trace its roots back to the birth of The University of the West Indies. In 1948, the Extra-Mural Department of the University was established on the advice of the Irvine Committee of the Asquith Commission, whose report led to the establishment of the University College of the West Indies, as it was then known. The Asquith Report strongly recommended that the new Commonwealth universities take a leading role in developing adult education in the territories where they were located. Therefore, from the very start, the University recognised that in addition to teaching and research, the institution had a responsibility to reach out directly into the community.

The Extra-Mural Department, which eventually evolved into the School of Continuing Studies, offered locally driven programmes of public education, adult education, and continuing education in contributing countries designed to enhance academic, professional, and vocational skills and provide opportunities to pursue tertiary-level studies.

The Tertiary Level Institutions Unit (TLIU) also worked to enhance access to tertiary education in the region by linking the University's resources, programmes and services to the development of tertiary education institutions. The TLIU supported the development of articulation and franchising arrangements with tertiary institutions across the region and engaged in special projects promoting collaboration and cooperation within the Caribbean tertiary education system.

In 1983, The UWI began offering distance education courses through an audio-teleconferencing system known as The UWI Distance Teaching Experiment—later Enterprise—UWIDITE. UWIDITE delivered courses primarily through teleconferencing and correspondence packages. The name UWIDITE soon became associated with the audio-teleconferencing system through which The UWI made education and training more accessible, especially for people in the Eastern Caribbean. Working with Faculties across the University, UWIDITE produced learning packages and delivered courses via teleconferencing, enabling students across the region to complete Part 1 of some degree programmes without attending a residential campus.

On August 1, 1996, the amalgamation of the Distance Education Unit, Challenge Examinations, and UWIDITE was completed with the establishment of the Distance Education Centre (UWIDEC). UWIDEC created a blended learning environment that embraced asynchronous online delivery methods in combination with online tutors, paper-based study material and teleconferences for planning, guidance and examination preparations. This became known as *The UWI Blended Learning Model*.

The range of courses offered was expanded to facilitate students completing full degree programmes through distance technologies. Thereafter, the drive was to improve the quality of The UWI distance education offerings and move towards being a full dual-mode institution in which distance education programmes are offered alongside the traditional face-to-face programmes.

The latest chapter in expanding the reach of The UWI in the communities we serve was the creation of the Open Campus (now the Global Campus) in July 2008. The Campus was created to improve the service to The UWI-12 countries and the underserved communities in residential campus countries that do not have access to the campus-based programmes and to provide flexible learning options.

The Global Campus Guiding Principles

The Global Campus of The UWI is based on the idea that the high-quality university education, research and services available at our institution should be open and available to all people who wish to reach their full potential inside and outside of the Caribbean region. The Global Campus will adopt quality teaching and learning experiences, innovative pedagogic design, relevant research and community partnerships to deliver face-to-face, blended and online learning to all of its communities.

The Organisational Structure of the Global Campus

The Global Campus is headed by a Pro Vice-Chancellor and Campus Principal who oversees the operations of the campus. The campus comprises 17 functional units, which have responsibility for the management of the affairs of the campus and the delivery of its programmes and services. The UWI Global Campus has administrative offices at Cave Hill, Mona and St. Augustine Campuses and Country Sites throughout the Region (a list of Sites and contact information is provided at Appendix C or can be found at www.global.uwi.edu/locations). Site Heads in each country manage the Global Campus' affairs

for their country. In addition, Site Coordinators manage the distance learning and face-to-face operations at delivery sites.

Graduate Studies at the Global Campus

The UWI Global Campus has been offering graduate programmes since 2010. We have transitioned fully to online delivery, providing flexible, accessible learning worldwide. Our offerings include Postgraduate Certificates and Diplomas, Taught Master's Degrees, Professional Doctorates, and the Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) in Child, Adolescent, and Youth Studies.

All graduate programmes follow the same University regulations across The UWI system and are overseen by the Campus Committee for Graduate Studies and Research (CCGSR). Each programme is designed to equip students with the knowledge and skills to excel as leaders in their chosen fields.

At the Global Campus, we are dedicated to creating an environment that fosters success—through student-centred instruction, comprehensive support services, and the resources necessary for academic and professional growth. The following is a list of our programmes:

Postgraduate Certificate Programmes:

- Junior Command and Staff Leadership
- Teaching and Learning with Emerging Technologies (TLET)
- Human Performance Improvement

Postgraduate Diploma Programmes:

- Early Childhood Education
- Education (Secondary) - English Language /Mathematics
- Health Research and Epidemiology (not currently on offer)
- Instructional Design
- Junior Command and Staff Leadership
- Literacy Instruction
- Management and Educational Leadership
- Management Studies
- Quality Assurance in Higher Education

Taught Master Programmes:

- MEd Literacy Instruction
- MSc Instructional Design and Technology
- MSc Instructional Design and Technology with a concentration in Human Performance Improvement
- MSc Management and Educational Leadership

MSc Management Studies with concentrations in:

General Management

Human Resource Management

Management Information Systems

Marketing

Public Sector Management

MSc Management Studies (Project Management)

Professional Doctorate Programmes:

Edd Educational Leadership with concentrations in:

Higher Education

Education Systems and Schools

Edd Teaching and Learning with Emerging Technologies (TLET)

Master of Philosophy and Doctor of Philosophy Programmes

MPhil/PhD Child Adolescent and Youth Studies (CAYS) (not currently on offer)

Visit our website for [Information on graduate programmes](#)

PART II: ACADEMIC DIVISIONS, ADMINISTRATIVE DEPARTMENTS, CENTRES, INSTITUTES AND RESEARCH UNITS



Aerial photograph of Global Campus, Saint Lucia

OFFICE OF THE PRINCIPAL

The Campus Principal has overall responsibility for the strategic, academic, financial and administrative supervision of the Campus.

The Planning and Institutional Research (PAIR) Unit is one of several units which reports directly to the Campus Principal. PAIR ensures that institutional research is conducted on a regular basis. The office is headed by a Planning and Development Officer who works closely with the University Office of Planning (UOP) to monitor progress on the achievement of The UWI strategic objectives. As part of the Global Campus' Rightsizing Strategy, PAIR is one of the units being evaluated to bring into alignment with the transformed and fit-for-purpose Campus so that it could collaborate closely with the various divisions, departments and units of the Campus to achieve current data / evidence that will be used for making solid and sustainable decisions.

OFFICE OF THE DEPUTY PRINCIPAL

This office coordinates the quality assurance function, including accreditation and the reviews of programmes, as well as has oversight of the Student Experience Unit (SEU) and the Business Development Units. The Business Development Unit (BDU) is responsible for coordinating the Global Campus' entrepreneurial activities and actively develops new revenue opportunities for the Campus, utilising the skills and competencies of the staff of the Campus.

ACADEMIC PROGRAMMING & DELIVERY DIVISION (APAD)

The Academic Programming and Delivery Division (APAD) is headed by the Director and is responsible for the development and delivery of programmes. APAD ensures the maintenance of high-quality offerings through the regular assessment of programmes, courses and course delivery practices. In an attempt to improve the efficiency and effectiveness of the development and delivery process, APAD's operations focus on two functional areas: online programme planning and production, and online programme delivery. These areas are served by two department heads who are responsible for shaping the academic services in their respective areas.

As a Global Campus student, much of your academic support and course delivery will be provided by staff from APAD. The division is responsible for the creation of all online courses and all workshops and programmes delivered to students. In addition, the division manages the course delivery process, including the hiring, training, supervision and evaluation of all course facilitators. The division also offers an Academic Support Team whose purpose is to ensure that students receive a high-quality learning experience.

THE SCHOOL FOR GRADUATE STUDIES AND RESEARCH (SGSR)

The UWI Global Campus School for Graduate Studies and Research (SGSR) was established on August 1, 2020, to support the administrative, academic and programming functions of the Campus that serve research and postgraduate education. Under the leadership of the Director, the SGSR manages the strategic direction of graduate studies, assisting academic divisions in developing and expanding postgraduate programmes and related initiatives. The School is also responsible for defining and implementing the research agenda of the Global Campus. Additionally, it administers graduate student scholarships and Research and Publications grants within the Global Campus.

THE OFFICE OF THE CAMPUS REGISTRAR (THE REGISTRY)

The Registry is led by the Campus Registrar and is responsible for core matters related to the management of all student and staff administration. Other departments within the Registry such as the Secretariat assist the Campus Registrar in fulfilling her responsibilities as Secretary for the Campus Council and other Committees of the Campus. The Campus Registrar also oversees the Records and Information Management Unit that ensures the proper storage, retrieval, disposal and archiving of Campus records.

The core areas within the Registry are: Recruitment, Admissions and Registration; Assessment, Awards and Records; Student Support and Services; Office of Graduate Studies and Research; the Secretariat; Human Resource Department and the Records and Information Management Unit. These sections are managed by Senior Assistant Registrars, Assistant Registrars, Director and a Campus Records Manager functioning in a distributed environment across the Caribbean Region and reporting to the Campus Registrar.

OFFICE OF GRADUATE STUDIES AND RESEARCH (OGSR)

The Office of Graduate Studies and Research is a department within the Registry that manages the administration of graduate students. The Office is led by a Senior Assistant Registrar who has responsibility for the registrarial functions of graduate studies and research, including admission, registration, scholarship, publication of results, the examination of theses, research papers/projects, and student records management. The OGSR also provides support to the School for Graduate Studies and Research.

GLOBAL CAMPUS SITES (GCS)

The Global Campus Sites is the physical representation of The UWI Global Campus in the territories in which the Campus operates, purposeful in its efforts to provide access to quality teaching and learning by utilising the best resources in the Caribbean to build the Region's socio-economic capacity.

Beginning this new academic year, our vision is to become Regionally Rooted, Globally Relevant. This means deepening our impact within the communities and countries we serve, while equipping you with the knowledge, skills, and perspectives needed to be aligned with global priorities. In keeping with this vision, we remain fully committed to serving your needs through our dedicated Site staff in the countries where you reside. Wherever you are, you can count on our support, guidance, and partnership.

At the Global Campus Sites, we serve our students at thirty-four physical locations across sixteen English-speaking Caribbean countries. These include Site facilities in Anguilla, Antigua and Barbuda, The Bahamas, Barbados, Belize, the British Virgin Islands, the Cayman Islands, Dominica, Grenada, Jamaica, Montserrat, St. Kitts and Nevis, Saint Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, and the Turks and Caicos Islands. Additionally, there are two Global Learning Centres (GLCs) at the Cave Hill and Jamaica Campuses, which fall under Global Campus Barbados and Global Campus Jamaica (Mona Global Learning Centre). The IT Academy, a Cisco-certified entity located in Trinidad, is also part of the Global Campus Sites Division.

The primary functions of the Division involve: -

- Student recruitment and enrolment in a wide range of Pre-university, Undergraduate, Postgraduate programmes;
- Delivery of comprehensive Continuing and Professional Education (CPE) programmes and courses in online and face-to-face modalities;
- Robust student services and support mechanisms;
- Public service and national development initiatives;
- Country Conferences, Memorial Lectures, Workshops, Seminars;
- Research and publications;
- Outreach and stakeholder management relations.

Rooted in the heart of our regional institution is a deep belief in your potential. We recognise that each one of you carries the promise of meaningful impact in your families, communities, and professions. That is why we are committed to supporting you through our mission to provide not only education, but an environment that nurtures growth, resilience, and purpose. By investing in your success, we are investing in a better future — one shaped by capable, compassionate, and globally minded individuals who are rooted in their local realities and ready to lead on the world stage.

Thus, the Global Campus Sites Leadership Team and Staff extend warm wishes to you for a successful and fulfilling academic year 2026/2027. May this year be filled with exciting opportunities, meaningful achievements, and personal growth.

OFFICE OF FINANCE

The Office of Finance is responsible for the financial management, accounting and control functions of the Global Campus, including financial control and protection of the Campus's assets.

The Global Campus Finance Division currently has offices in three locations, Barbados, Trinidad and Tobago and Jamaica. The Division manages the day-to-day financial operations of the Global Campus from these locations. This is inclusive of Sites within the UWI-14.

COMPUTING AND TECHNICAL SERVICES (CATS)

This division comprises the core specialist technical staff of the Global Campus and is led by the Chief Information Officer. It manages all online hardware infrastructure that facilitate the delivery of online programming. The operations of the Unit create and maintain the online financial and student administrative systems that ensures the good functioning of the Campus.

LIBRARIES AND INFORMATION SERVICES

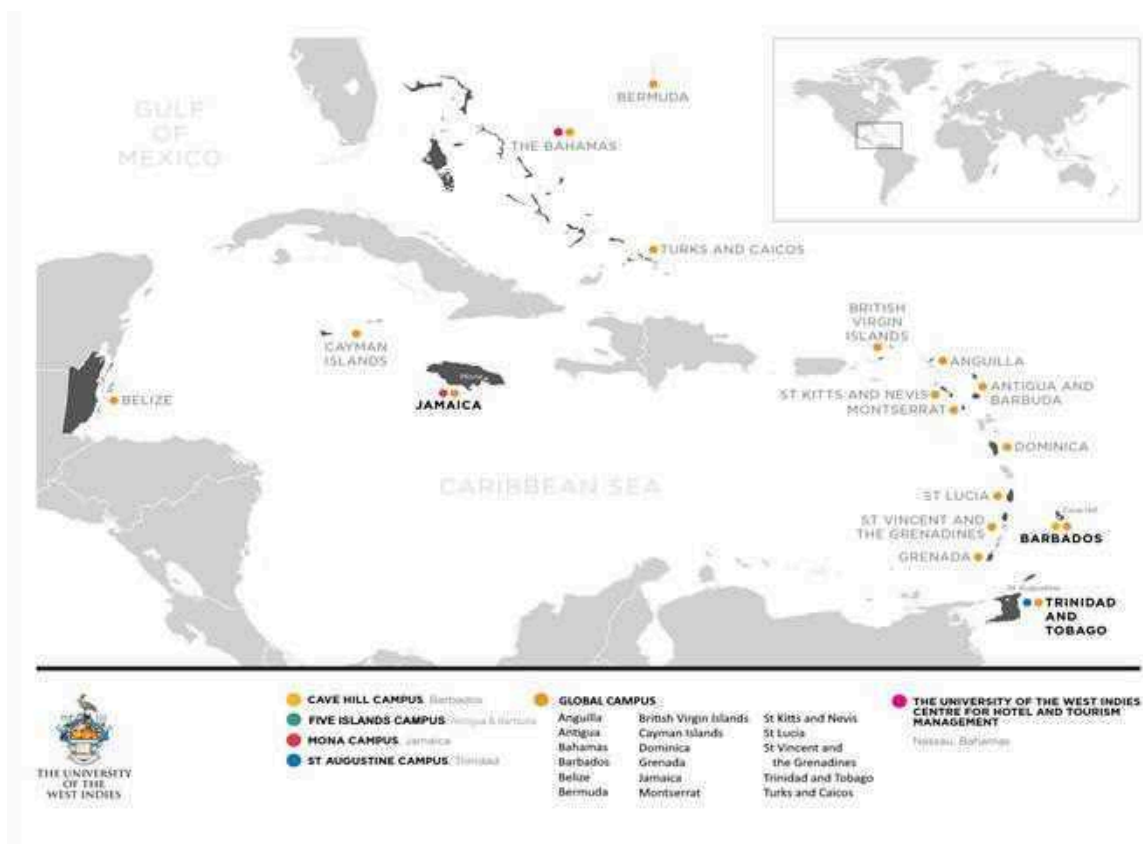
The Global Campus Libraries and Information Services (GCLIS) provide a distributed service to the Global Campus and The UWI community. The GCLIS offers online support and e-resources, as well as print resources and face-to-face support at various Country Sites.

THE CONSORTIUM FOR SOCIAL DEVELOPMENT AND RESEARCH (CSDR)

The Consortium for Social Development and Research (CSDR) is responsible for the academic research priorities of The University of the West Indies (UWI) Global Campus. The division comprises four semi-autonomous research units - Hugh Shearer Labour Studies Institute, Social Work Training and Research Centre, Women and Development Unit and Caribbean Child Development Centre, inclusive of the Bloom Early Childhood Centres of Excellence.

The CSDR continuously seeks to contribute to the social development of Caribbean societies, strengthen the human potential of citizens and promote The University of the West Indies, especially in non-traditional areas, through research, training and education, curriculum development, development projects, technical assistance, information management and community outreach and public service.

UWI GLOBAL CAMPUS LOCATIONS



[The UWI Global Campus locations](#)

PART III: LIFELONG LEARNING & DISTANCE EDUCATION



LIFELONG LEARNING

Lifelong Learning is a commitment to continuously acquire new knowledge and skills. The UWI Global Campus provides opportunities for the lifelong learner in the Caribbean. We are committed to fostering the interests of adult students and the lifelong learning community by working closely with our regional partners.

The UWI has a long tradition of outreach programmes that provide valuable opportunities for mature students to take courses on a part-time basis. Both credit and non-credit courses are provided in a wide range of areas. We offer basic education, the upgrading of professional and paraprofessional skills, as well as UWI Certificates, Diplomas and Degrees.

By enrolling in our programmes, large numbers of our people across the Caribbean region have benefited from the experience of study at an institution of higher learning and have been able to advance to tertiary education both within and outside of The UWI system. This work is a vital contribution to lifelong learning, and we attach high priority to its continuation.

STUDYING AT THE GLOBAL CAMPUS

Many successful people have chosen to study at the Global Campus as it provides attractive options for lifelong learning and career development in a variety of formats and modes of delivery. Some of the reasons that learners within the Caribbean choose the Global Campus include:

1. **Access:** *The Global Campus provides opportunities for students to gain access to higher education. The design of our programmes with entry at several levels allows more student access to The UWI through a number of different academic options.*

2. **Study at your own pace:** *The mixed-mode teaching delivery method of the Global Campus allows students to organise their time to better fit in with their personal and employment commitments. Students can achieve their academic goals on a flexible schedule.*
3. **Cost-effectiveness:** *It is becoming increasingly difficult for students to undertake full-time residential study, particularly for those in rural districts or in the countries of the Caribbean without physical UWI campuses. The Global Campus offers programmes at less cost than full-time residential study programmes.*
4. **In-country education and training:** *One of our advantages is the very nature of the Global Campus structure. We have several locations in contributing countries of the University. Many of our programmes offer students the opportunity to study while remaining in full-time employment. In addition, the new skills and knowledge attained allow first-hand implementation in the work situation.*
5. **Professional Development:** *The Global Campus offers opportunities for persons to keep abreast of new ideas and concepts in their preferred fields of work or in disciplines. Our students are provided with a quality educational experience that promotes their academic and professional success.*

ONLINE AND DISTANCE EDUCATION

Online and distance education is a process in which the learners and their instructors are separated by time and/or distance. Communication and interaction are facilitated by different educational technologies and instructional strategies.

Communication between the instructor and the learner is non-contiguous but interactive, employing various media - print, audio, video - and various delivery methods - audio, video and computer and web conferencing, as well as email, rather than (but sometimes including) face-to-face methods. There are two types of delivery methods:

1. Asynchronous delivery that requires interaction and communication between participants that happen at different times; and
2. Synchronous delivery that requires interaction and communication in real-time, with learner and facilitator, in different geographical locations.

HOW TO SUCCEED STUDYING ONLINE AT A DISTANCE

As students, you are entering a learning environment that may be foreign to many of you. It is unlike any traditional classroom experience you have ever had. To succeed, first and foremost, you must be motivated and able to manage your own learning experiences. **Learning is your responsibility.** The UWI Global Campus strives to create the best possible learning environment for you and your peers, and therefore, will provide the resources and facilitators you need to achieve your academic goals.

You may, at times, experience a feeling of isolation and loneliness. This does not need to happen. You must learn to virtually network with your peers and supporting members of staff as well as make the most of the online communications tools that the Global Campus has provided. You should regularly attend any web conferencing sessions organised by your Course Coordinator/Course Instructor or

Facilitator and other members of staff in APAD. Below are some tips to consider or skills you need to master.

1. **Time Management** – *One of the biggest problems when studying from a distance is the inability to manage your time. The average online graduate course requires a minimum of twelve hours of online and offline activities each week. That means you need to create a study schedule and stick to it. You need to dedicate time to complete your graded assignments, learning activities, lab exercises or other components on time.*
2. **Personal Organisation** – *You need to ensure you have a process for managing the resources, readings and discussions you will be required to complete as you move through your programme. You need to create a system for capturing websites and other online resources that may be needed in the courses in your academic programme.*
3. **Research Skills** – *Most courses require learners to investigate or produce unique products or papers that require independent research. You must learn how to use the online library and how to critically analyse and summarise papers, journal articles and books.*
4. **Family Obligations** – *Many of you will have families. As you study, you must ensure that your family knows when you are available and when you need to have quiet time to study. One strategy is to involve them in creating a study schedule and posting it where everyone can see it.*
5. **Separate Study Area** – *You need to ensure that you have a separate study area that is quiet and free from distractions. It should ideally be an area where you can leave your study material and readings out as you move through the course.*
6. **Communication Skills** – *Because much of the interaction and communication with the online and distance education is through written word and oral presentations, you must be able to communicate in the English language effectively.*
7. **Technical Skills** – *If you are not computer literate, you must become so to succeed in an online and distance-learning environment. You will be required to create Word documents, Excel spreadsheets, PowerPoint slides and work with different web communication and research tools.*

FORMAT OF GLOBAL CAMPUS GRADUATE COURSES

The Global Campus has a mix of blended and fully online courses. There are currently two types because of the evolution from self-study, teleconference supported courses to blended learning courses, to fully online courses. Let us explore each format:

Fully Online Courses – Fully online courses are delivered via the Global Campus Moodle Learning Management System, referred to as the Learning Exchange (LE). In this modality all course instruction and assessments are offered online in the LE supported by course material and various learning technologies. Some courses may require an additional text. When this situation arises, you will be required to pay the full amount of the cost of that additional textbook. You may also purchase any additional material resource through online bookstores. Your Course Instructor will advise you if this is needed.

Global Campus students registered in fully online courses come from different countries. With the diversity of cultures, you have the opportunity to engage in meaningful and cross-cultural debates, work-based exercises and case studies within a learning environment that promotes a community of

learners and cooperative and collaborative skills. Courses are interactive in their design and require regular communication and information sharing with peers and the course facilitators. These fully online courses require learners to actively participate in all online discussions and small group work interaction among peers. Courses are supported through synchronous sessions via Zoom through the LE. In this environment you and your Course Instructor meet in real time to discuss course content and expectations.

Blended Learning Courses – Blended learning courses are a mix of face-to-face and online delivery via the Learning Exchange.

The blended modality in the Global Campus is configured as follows:

- Online delivery, inclusive of synchronous web conferencing sessions on Zoom; and face-to-face examinations;
- Online delivery as indicated in “a” above; as well as face-to-face classes and/or field supervised instruction; and
- Study materials, including online files, along with synchronous and asynchronous activities offered in the LE. The blended learning courses require learners to regularly interact online in their course and to complete assessments online. Interaction online includes discussion exercises on forums for development of critical thinking skills, journaling, reflective practice, use of tools for collaboration and cooperative learning and activities that promote development of leadership skills.

Written examinations may be held online using an online proctoring system or maybe face-to-face from time to time. Face-to-face examinations are conducted at the various Global Campus Sites or through international proctors if students reside outside of a UWI, Global Campus country.

QUALITY OF THE ONLINE AND DISTANCE LEARNING EXPERIENCE

The University of the West Indies is a dual-mode institution that offers a variety of programme methodologies both by face-to-face and distance education methods. Degrees completed at a distance are equal in quality to those taken in the face-to-face mode on The UWI physical campuses. Like the physical campuses, The UWI Global Campus, through its curriculum, prepares its students with the academic abilities, skills, and personal and professional attributes required of The UWI graduate.

The Attributes of the Distinctive UWI Graduate are:

- 1. A critical and creative thinker;*
- 2. An effective communicator with good interpersonal skills;*
- 3. IT-skilled and information literate;*
- 4. Innovative and entrepreneurial;*
- 5. Globally aware and well-grounded in his/her regional identity;*
- 6. Socially, culturally and environmentally responsible; and*
- 7. Guided by strong ethical values.*

ACCREDITATION OF THE UWI GLOBAL CAMPUS

The University of the West Indies, Global Campus has institutional accreditation awarded by the Barbados Accreditation Council. As accreditation does not cross geographical boundaries, the University applied for and was granted mutual recognition in its contributing countries by either the external quality assurance agency or relevant ministry, where no agency exists, including from the Accreditation Council of Trinidad and Tobago and the University Council of Jamaica.

Mutual recognition means that the agency or ministry has agreed to accept the institutional accreditation decision of another agency, in this case that of the Barbados Accreditation Council, and to recognise the institution as one that meets external quality standards. Part of the requirements for maintenance of institutional accreditation is that the Global Campus annually submits reports to the Barbados Accreditation Council and entities granting it mutual recognition, showing how it has sustained and improved on the quality of its provisions over the period under review.

The achievement of institutional accreditation by an external quality assurance agency signals that an institution has been assessed as having the appropriate systems and processes in place to develop and deliver programmes and offer services of high quality.

PART IV: GENERAL REGULATIONS & PROCEDURES ON STUDENT MATTERS

QUALIFICATIONS FOR ADMISSION

GRADUATE CERTIFICATES, DIPLOMAS AND TAUGHT MASTERS DEGREES

1. The minimum requirement for admission to a Graduate Certificate, Diploma, Taught Masters is a Bachelor's degree from an approved university with at least a Lower Second Class Honours or a minimum GPA of 2.50.
2. In some programmes, practical expertise or other qualifications of special relevance to the programme may be required.

MPhil DEGREES

1. The minimum requirement for admission to an MPhil programme is a Bachelor's degree with at least an Upper Second Class Honours or a minimum GPA of 3.00 or its equivalent.
2. Students applying for an MPhil degree must prepare an appropriate research proposal for consideration.

PHD DEGREES

Applicants will be considered for the PhD programmes if they satisfy the following criteria:

1. Possess an approved graduate degree awarded primarily for research.
2. A Taught Master's degree from The UWI or another approved University, provided that the Masters programme included a research component of at least 25% of the total credit weighting and the applicant achieved at least a B+ average or its equivalent.
3. Approval of upgrade application.
4. Such other qualifications and experience as the Board for Graduate Studies and Research may approve.
5. Applicants applying for a PhD degree must prepare an appropriate research proposal for consideration.
6. Applicants without a research degree seeking entrance to a PhD degree are normally required to register initially for the MPhil degree and then upgrade to the PhD.

PROFESSIONAL DOCTORATE PROGRAMMES

1. Candidates seeking entry to professional doctorate programmes (e.g., EdD) should hold a Master's degree from an approved university, in an appropriate field of study, having achieved at least a B+ average or its equivalent, and possessing the required experience in the field (as specified in the relevant Programme requirements).
2. Applicants must prepare a Statement of Purpose/Intent as part of their application.
3. Applicants will be required to attend an interview prior to being accepted.

REGISTRATION OF QUALIFYING CANDIDATES

Students for admission to Graduate Certificate, Diploma and degree programmes may be required by the Board for Graduate Studies and Research to take qualifying courses and to write examinations in these courses. Such students shall be registered as qualifying students and not as candidates for the certificate, diploma or degree. The qualifying courses shall be recommended by the Director of APAD and approved by the Campus Committee for Graduate Studies and Research.

Students must write qualifying courses within two semesters of registration as a full-time student or four semesters of registration as a part-time student. Students will not be allowed to repeat qualifying courses or any part thereof except in exceptional circumstances and with the approval of the Campus Committee, on the recommendation of the Examiners.

DEPARTMENTAL EXAMINATIONS

Students for admission to Graduate Certificate, Diploma and degree programmes who are deemed generally acceptable, but deficient in knowledge of particular aspects of the subject concerned may be required to follow courses specified by the Campus Committee for Graduate Studies and Research on the recommendation of the Head of Department, in addition to the courses required for the certificate, diploma or degree, and to pass the appropriate examinations before submitting any thesis, research paper or project report as required. Such examinations are called Departmental Examinations.

Students who are required to write Departmental Examinations, shall register for the appropriate examinations at such time as is determined by the Campus Committee for Graduate Studies and Research, on the recommendation of the Head of Department.

COMMUNICATION AND INFORMATION



THE MY GC STUDENT PORTAL

The [MyGC Student Portal](#) is the homepage for all Global Campus students. This portal provides access to course registration, the [Learning Exchange](#) where online academic activities take place, your academic record, general regulations and your email account. To access the [MyGC Student Portal](#), log in using your Student ID number and the default password – that is, your date of birth in the format **MonthDDYYYY!** You must change your password after logging in for the first time. Please check the calendar and announcements regularly. **You are responsible for keeping yourself informed about your academic programme and other campus issues.**

YOUR GLOBAL CAMPUS EMAIL ADDRESS

As a registered student, you are assigned an official Global Campus email account, which is accessed from the MyGC Student Portal. Your Global Campus email address must be used for official correspondence. **Please use your Global Campus email address to correspond with Global Campus staff and Administration.**

Your username is in the format firstname.lastname@my.open.uwi.edu Please check your Global Campus email regularly for messages and updates.

STUDENT IDENTIFICATION (ID) NUMBER

On acceptance, students are assigned a UWI student ID number. If a student was assigned a UWI ID number during a previous attendance, that original ID number will be retained. Your student ID number is to be used on:

- All written correspondence (including email) with the Global Campus
- All submitted coursework assignments
- Examination scripts

Please use your GC email address to correspond with staff and Administration, and remember to include your student ID# and a contact number in all correspondence.

STUDENT IDENTIFICATION CARD

As a registered student, you are required to have a valid UWI Student identification card. In the interest of security, you must carry your Student ID card on university premises and display it to any member of staff or Security Personnel on request.

You must also present your ID card in order to access services provided by the Global Campus and to write examinations.

If you are a new student, you must complete and submit the [Identification Card Form](#) to your Site or via email to [ID Cards | UWI Global Campus](#) or processing by the Registry. ID cards will be sent directly to the Site for distribution.

Lost ID cards are to be reported promptly to your Site. For the cost of issuing a replacement card, see the **Schedule of Fees on the [Global Campus website](#).**

REGULATIONS GOVERNING REGISTRATION

A student may not be registered for two or more Senate-approved programmes simultaneously, whether at The UWI or at any other institution, unless the Board for Graduate Studies and Research in any particular case decides otherwise.

A student awaiting the final results of a programme in which he or she is registered may be provisionally accepted by the Board for Graduate Studies and Research into another programme pending the outstanding results.

REGISTRATION REQUIREMENTS

Registration refers to the online selection of courses and payment of all fees required for such course selections in addition to other relevant University fees. Registration leads to the creation of class lists, examination registers and the entry of names into the grade book, where coursework and examination marks are entered.

- All students must register for courses on a semester basis. Failure to do so may result in you being deemed to have voluntarily withdrawn from the University.
- **You are deemed to have registered for a course when your financial obligations to the University have been fulfilled.**
- Changes of registration involving the addition or substitution of courses, or withdrawal from courses, are permitted up to the end of the third week of each semester.
- Late registration is permitted up to the end of the third week of each semester on payment of a late registration fee.
- Registration for a course **constitutes registration for all assessment in that course**. Students are **deemed to have failed any required assessment in courses for which they have registered but have not taken**, except in exceptional circumstances as determined by the Chair of the Campus Committee.
- You are required to register online via [MyGC Student Portal](#) by the end of the first week of each semester or summer session of the programme.
- If you fail to complete your registration at this time, you are liable for a late registration fee as specified in the **Schedule of Fees** found in the Financial Information page of the [Global Campus website](#).

RE-REGISTRATION FOR THESIS/RESEARCH PAPER/PRACTICUM

The requirement to register every semester continues while students are undertaking and writing up the Thesis/Research Paper/Practicum programme element. Note that if a student registers for the Research Paper/Practicum and does not complete this in the first semester of registration, regulations require him/her to re-register every subsequent semester until the Paper/Report has been submitted and graded. If a student experiences any difficulty registering or re-registering, it is their responsibility to inform the Office of Graduate Studies and Research **within the first 3 weeks** of the semester by email to [Graduate Studies | UWI Global Campus](#) so that problems can be resolved.

DEEMED TO HAVE WITHDRAWN

If at the end of the published registration period our records show that a student has not completed a registration, and that student is not on approved Leave of Absence, he/ she will be **Deemed to have Withdrawn** from the programme and his/ her name will be removed from the student register. To be considered for re-entry to a programme after withdrawal requires reapplication to the programme.

HOW TO REGISTER

REGISTERING THROUGH THE MYGC STUDENT PORTAL

You are required to register online through the [MyGC Student Portal](#)

- Go to Student Self Service.
- Click on the '**Student Registration**' link and select Self Service Registration.
- Click the '**Register for Classes**' link and select the term under "Terms Open for Registration" and select continue.
- Search for course(s) by either 'subject' and/or 'course number'.
- Register by clicking the '**Add**' button beside the course description. You may drop previously selected courses by clicking the '**drop**' button beside the course description.
- After selecting all your courses for the semester, click **submit**.



GPA students must select courses with the Section Code **GP1, GY1, or GY2 only**.
Non-GPA students must select courses with the Section Codes **ON1, YL1, or YL2 only**.

**It is your responsibility to ensure that you are registered
and that the registration information is correct.**

PAYMENT METHODS

Students are encouraged to make payment online through the Student Portal using the following steps:

1. Login to the [MyGC Student Portal](#) by entering your username (Student ID) and password.
2. On entry into the portal, the **Payment Gateway** can be accessed at any time from the Student Home page in the quick links portlet.
3. Login to the Payment Gateway by entering your username and password. Your name, address, country and Site and UWI email address will be displayed (you are not required to enter this information).
4. Your current balance, previous balance amounts and total balance will be displayed.
5. **Complete Payment Information:**
 - a. Cardholder's name and address
 - b. Payment amount, type, credit card number and verification code

- c. Payment method e.g. Visa, Visa Debit, Master Card, American Express, Discovery, Diners
6. The local currency of the Site the student is enrolled at is defaulted.
7. Once you have completed populating all of the required fields (those denoted by an asterisk), then click the **'Make Payment'** button.
8. **When the payment is completed successfully, an invoice/receipt is forwarded to your Global Campus email account.**

The online payment made using the Payment Gateway will be reflected on your Student Portal (Account Summary) automatically within 24-48 hours after payment has been made online.

Please go to the [Financial Information](#) page on the Global Campus website for additional information on tuition and fees and to find the Schedule of Fees.

You should always retain and file a copy of all payment receipts.

See Part V: Financial Information on Page 33 for full financial information and alternate ways to pay your fees.

STATUS LETTERS

A **Status Letter** provides information about your enrolment status. It will include information such as the name of the programme, enrolment date, courses completed, number of courses remaining, cost of tuition, etc. A Status Letter may be used as supporting documentation to apply for a loan, a visa or to provide enrolment information to an employer.

A Status Letter is **not** the same as a Completion Letter or Statement of Account. Requests for completion letters should be emailed to the [Graduate Studies | UWI Global Campus](#) and requests for Statements of Account should be sent to [Receivables Finance | UWI Global Campus](#).

Click here to → [Apply for your Status Letter](#), you will need to:

1. Pay **US\$5.00** (or local equivalent) for this service via:
 - i. The [Payment Gateway](#)
 - ii. [Global Campus E-Pay](#) Select "Student Services" and choose "Status Letter."
 - iii. Payment voucher (obtained from your Site) and make a payment at your local payment system (payments in Jamaica to be made at any NCB branch), ensuring that the words "STATUS LETTER" and the payment date are clearly written on the proof of payment receipt.

2. Complete the status letter application form available on the [MyGC Student Portal](#), or you may click on the link at the bottom of this section to apply;
3. Complete all fields of the form, quote your receipt/voucher/proof of payment number and click the submit button at the end of the form;
4. Scan and email your proof of payment receipt to [Status Letters - Registry | UWI Global Campus](#)
5. Allow processing time of up to five (5) working days.

When collecting the letter from your host Site, please ensure that you take in your proof of payment receipt.

LEAVE OF ABSENCE

A leave of absence (LOA) may be granted if you are a **registered** student of the University. If, for good reasons, you wish to take a leave of absence from your studies, you must have spent **at least one (1) year** at the University before being eligible for leave of absence, except in extenuating circumstances.

To apply for LOA, you must complete and submit an online request ([LOA Form](#)), also found on the Student Portal. Following the steps below to access the form:

- Log in to your [MyGC Student Portal](#)
- Click on Student Services
- Scroll down to Forms and Booklets: Student Support
- Select Leave of Absence Request Form.

Applications for leave of absence must be submitted **by the end of the third week of the relevant semester or the second week of the summer session or as stipulated in the Academic Calendar**. The length of such leave of absence, if granted, will be subject to approval by the Campus Committee, but will not be less than one semester or greater than one academic year in the first instance, terminating at the end of the semester or the academic year for which the application is approved.

Students who submit their application for leave of absence within the specified timeframe outlined above will receive notification of the outcome of their request via an automated email after the application has been processed. The following should be noted:

- The date of your request will be recorded on your profile.
- If you are registered at the time of your request, the course(s) will be retained on your record with a code of LA assigned to the course(s), signifying that a leave of absence was granted for the respective semester.

Requests received after the stipulated deadlines are submitted to the Campus Committee for Graduate Studies and Research Sub-Committee on Student Matters for consideration and recommendations must be approved by the Board for Graduate Studies and Research.

WITHDRAWAL FROM THE UNIVERSITY

VOLUNTARY WITHDRAWAL

If you find it necessary to withdraw from The UWI, you must complete and submit the required online application form using the following steps:

- Log in to your [MyGC Student Portal](#)
 - Click on Student Services
 - Scroll down to Forms and Booklets: Student Support
 - Select, complete and submit the Programme Withdrawal Request Form.
1. Applications for voluntary withdrawal must be submitted by the end of the third week of the relevant semester or as stipulated in the Academic Calendar.
 2. You cannot withdraw from The UWI by way of discussion with a Global Campus staff member, or with the Site Head or Site Coordinator, or by ceasing to complete assignments or attending synchronous sessions. You **MUST** submit an [online application](#).
 3. If you have opted to not register for two consecutive semesters, excluding students granted leave of absence by the institution, you are **deemed to have voluntarily withdrawn from The UWI**.

DEEMED TO HAVE WITHDRAWN

Where a student does not meet the final deadline for submission of any requirement for a Graduate Certificate, Diploma or degree, that student's registration and right to re-registration shall expire at the end of the semester during which the final deadline occurs. Such students are deemed to have withdrawn from the University.

REQUIRED TO WITHDRAW (RTW)

Non-GPA (i.e. students entering The UWI prior to the academic year 2021-2022)

Students registered in Graduate Certificates, Diplomas, Taught Masters degrees, Professional Doctorates or other programmes in which courses are delivered over a short period may, on account of poor performance, be required to withdraw by the Campus Committee at the end of Semester I, II or at any point within a Semester, as may be prescribed by the approved programme requirements.

- Candidates failing more than two courses in their programme will normally be required to withdraw.
- Candidates failing the same course more than once will normally be required to withdraw.
- **Students who fail a research paper or project report on re-submission (i.e. after an initial failure), will be required to withdraw from The UWI.** {Regulations for Graduate Certificates, Diplomas and Degrees 3.13 (b)}

RTW Under the GPA System

Effective academic year 2021-2022 a Grade Point Average (GPA) system has been introduced for Graduate Certificates, Diplomas, Taught Masters and Professional Doctorates. To maintain good academic standing under the GPA system, students are required to maintain a **minimum GPA of 2.00**. Except where otherwise prescribed in Programme Regulations, a student whose GPA for a given semester/summer session is less than 2.00 shall be deemed to be performing unsatisfactorily, and shall be placed on warning. A student on warning whose Grade Point Average for the succeeding

semester/summer session is less than 2.00 and whose Cumulative Grade Point Average is below 2.00 **will be required to withdraw.**

Students who fail a research paper or project report on re-submission (i.e. after an initial failure) will be required to withdraw from The UWI. {Regulations for Graduate Certificates, Diplomas and Degrees 3.13 (b)}

WITHDRAWAL OF STUDENTS WITH RESPECT TO THESES

Candidates who:

- (a) fail to present themselves for any oral or written examinations; or
- (b) fail to re-submit a revised thesis within the time periods specified in the Regulations for Graduate Certificates, Diplomas and Degrees; or
- (c) fail to satisfactorily make alterations in accordance with Regulations 3.29 and 3.32 and who have not been granted an extension in respect of Regulations 3.31, 3.32 and 3.34 shall be deemed to have failed the examination and shall be required to withdraw.

RE-ADMISSION TO THE UNIVERSITY

RE-ENTRY AFTER A LEAVE OF ABSENCE

If you are on approved leave of absence from The UWI, you are eligible to return and re-register at the end of the leave period without re-applying for admission.

RE-ENTRY AFTER WITHDRAWAL - PRE-GPA STUDENTS

The readmission of students who were deemed to have withdrawn or required to withdraw must be approved by the Campus Committee. Such applicants deemed to have withdrawn may apply for readmission at any time. Applicants required to withdraw (**who were pursuing programmes not governed by the graduate GPA system**) will be considered for readmission not less than two years after their withdrawal unless the Board for Graduate Studies and Research in any particular case otherwise decides. To resume studying, you must re-apply during the normal Admissions period using the Global Campus online application.

Applicants re-admitted to a Graduate Certificate, Diploma or degree programme may, with the approval of the Campus Committee, be credited with courses passed during the applicant's previous registration period, provided that not more than five years have lapsed since the date of expiry of the applicant's previous registration for those courses, or that course content has not changed significantly during the interval. An applicant may be allowed credit for courses passed after more than five years have elapsed, provided the relevant Head of Department submits in writing the reasons for the recommendation for the approval of the Board for Graduate Studies and Research. Approval of such credit will be granted only where the candidate's performance has been significantly better than a minimal pass unless the Board for Graduate Studies and Research in any particular case decides otherwise. **In cases where a student has been required to withdraw through the failure of a research paper or project report and is re-admitted, the research paper or project report which is pursued must address a new topic.**

All courses for which credit will be allowed will be converted to GPA as all students are required to follow the GPA system effective this academic year (2026-2027).

RE-ENTRY AFTER WITHDRAWAL - STUDENTS GOVERNED BY THE GRADUATE GPA

ACADEMIC FORGIVENESS POLICY

The aim of the Academic Forgiveness Policy (AFP) is to offer graduate students an opportunity to recover from past academic challenges, thereby enhancing their prospects of completing their degree. The overall objective is to maintain the integrity of The UWI postgraduate programmes.

Eligibility Criteria

Academic forgiveness applies to students returning to continue with a programme for which they were asked to withdraw. If a student is registering for an entirely new programme, a new record will be given and academic forgiveness will therefore not be applicable.

- Academic forgiveness may be applied to graduate students with a GPA of <2.00 for two consecutive semesters, or a cumulative GPA of <2.00, and hence were required to withdraw (RTW) from their programme.

Policies Governing Academic Forgiveness

1. All graduate students must meet a GPA of 2.00 to continue in the programme and a cumulative (programme) GPA of 2.00 for graduation. Students on RTW who request readmission at any stage can apply for academic forgiveness.
2. Graduate students must explicitly request academic forgiveness from the BGSR, through the Chair, Campus Committee for Graduate Studies and Research, with the support of their Programme Coordinator and HoD, at the time of application for readmission.
3. Approval of academic forgiveness for a course/courses will result in all credits and grades earned for those courses being excluded from the student's future GPA calculation.
4. Only the grade earned for the repeated course will be factored into the student's future GPA calculation, the previous attempt will be given a grade of **AFP**.
5. A student will be granted academic forgiveness **only once** and the request must be made within five (5) years of a student's last registration.
6. Academic forgiveness is limited to a maximum of **12 credits for a professional doctorate, 9 credits for a master's, 6 credits for a postgraduate diploma, or 3 credits for a postgraduate certificate** to bring the student's GPA back to 2.00, unless the BGSR decides otherwise.
7. A student may be required to do remedial courses before academic forgiveness can be considered.

TRANSFERRING TO ANOTHER PROGRAMME

If you wish to transfer to another programme within the Global Campus, you must complete and submit the online Programme Transfer Form using the following procedure:

- Log in to your [MyGC Student Portal](#)
- Click on Student Services

- Scroll down to Forms and Booklets: Student Support
- Select, complete and submit the [Programme Transfer Request Form](#).

This online Programme Transfer Form must be submitted by June 30 for transfers to take effect in Semester 1 or November 30 for transfers to take effect from Semester 2.

For Programme transfers, CCGSR must approve such transfers. The outcome of programme transfer applications will be communicated to students via email prior to the start of the registration period for the respective semester.

Please see the Transfer and Upgrading of Registration regulations (1.40 - 1.44) in the [Regulations for Graduate Diplomas and Degrees](#) for more specific details.

TRANSITIONING FROM A GRADUATE CERTIFICATE TO A GRADUATE DIPLOMA

Students pursuing Graduate Certificates who are holders of a first degree with a pass (or GPA of 2.00 -2.49) are required to submit a **statement of intent** along with their transfer application to upgrade to the Graduate Diploma. Such students may be required to attend an interview with a Sub-Committee of the Graduate Entrance Committee.

For a transition request to be considered, a relevant Graduate Diploma programme must already exist at the Campus, and the programme regulations must allow for the transition.

TRANSITIONING FROM A GRADUATE DIPLOMA TO A MASTER'S PROGRAMME

1. A student wishing to transition from a Graduate Diploma to a taught Master's shall submit an application to the Campus Committee following consultation with his/her Programme Manager. For a transition request to be considered, a relevant taught Masters' programme must already exist at the Campus. In transitioning from one programme level to another:
 - Students can request, in writing, at any time and up until the completion of all credits for one programme level to transition to the higher level of the programme, but not later than one month before the start of registration for the term that the candidate is expected to register for the courses required in the higher-level programme. The student's registration will be amended to reflect the transition to the higher-level degree.
 - Readmission process: Candidates who have completed and been awarded the lower-level qualification may apply for admission to the higher-level degree and will be readmitted and granted credits and exemptions for the completed courses according to the 5-year rule for use of credits.
 - The credits earned in the Certificate/Diploma **will count towards the calculation of the award of the degree**. In other words, the performance at the Certificate/Diploma level **will impact** the class of degree for the Diploma/Master degree.
 - Only students who re-enter and complete the overall programme **within the stipulated time frame** for the programme **shall be awarded a distinction/merit corresponding to**

their GPA. All other candidates who successfully completed the credit requirements of the programme **will be awarded Pass degrees irrespective of their GPA.**

TRANSFERRING TO ANOTHER SITE

Students who wish to transfer to another Global Campus Site must complete and submit the online Site Transfer Request Form on or before the deadline for Late (ADD/DROP) Registration for the respective Semester/Summer using the following procedure:

- Log in to your [MyGC Student Portal](#)
- Click on Student Services
- Scroll down to Forms and Booklets: Student Support
- Select, complete and submit the [Site Transfer Request Form](#).

Site transfers are processed by the Registry through the Recruitment, Admissions and Registration Department. The outcome of Site Transfer requests will be communicated to students via email.

TRANSFERRING TO ANOTHER UWI CAMPUS

Should you wish to transfer to another campus, you must complete the [Transfer Request Form](#) and submit same to the Office of Graduate Studies and Research, through your Site, by **January 31** of the academic year preceding the proposed academic year of transfer for the Faculties of Law and Medical Sciences, and by **March 31** of the academic year preceding the proposed academic year of transfer for all other Faculties. The Campus Committee must approve the transfer.

The decision to admit a student on transfer is subject to the approval of the relevant Faculty Board and Entrance Committee. Approval of transfers is not automatic.

Students wishing to transfer from other campuses into the Global Campus will need to check with their Campus Registry (Cave Hill, Five Islands, Mona or St. Augustine) and follow the transfer procedures of that Campus. Please note that the deadline dates for transfers are the same for all campuses and students MUST adhere to these.

CREDITS AND EXEMPTIONS

There are two separate procedures for students to request exemptions:

PROCEDURE 1: Applications based on the Approved Exemption Listing provided and

PROCEDURE 2: Applications for those who need to have their Exemption Requests assessed to determine if they are eligible for exemptions.

Please note that there are **no deadline dates for a Procedure 1** exemption request. However, if you wish to request Procedure 2 exemptions, **you must do so by the end of the third week of classes of Semesters I and II.** All requests should be made to the Registry (Student Support and Services) using the relevant exemption application form available in your MyGC Student Services Portal under the Forms and Booklets Resources Section. Every semester the guidelines for the exemption requests will be emailed directly to students.

An official transcript will be required for assessment by the authorised body unless the courses for which you are seeking exemption are from programmes/courses you have completed through The UWI. For those exemption requests that have not been assessed previously by The UWI, you will need to submit course outlines and transcripts to facilitate the analysis for equivalence. Incomplete packages will not be processed.

The granting of exemptions (and credits) for non-UWI programmes **must be based on equivalency to courses in each degree option**. If a course, already completed successfully, is the same as that to be pursued at a particular level, a student may receive exemption from that course. In keeping with The UWI's policy, exemptions (and credits) will only be granted for courses that have been successfully pursued within the last five (5) years. Credit exemptions do not count towards the GPA.

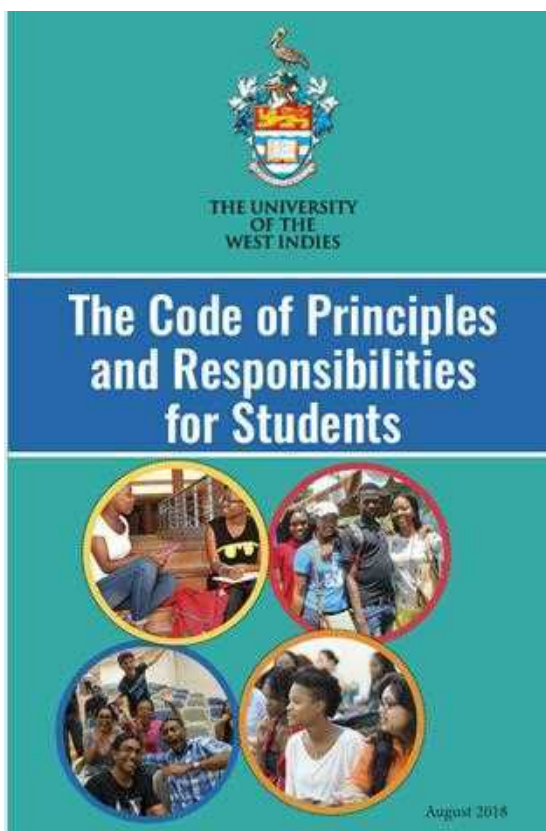
N.B: For a course to be considered equivalent, it must be at the same level, i.e. a course must be at the graduate level in order to be considered for exemption from a graduate course. A course taken at the undergraduate level, though it has the same name, is not eligible for exemption at the graduate level.

THE CODE OF PRINCIPLES AND RESPONSIBILITIES FOR STUDENTS

As a student of The University of the West Indies, you are a member of the university community. Your university experience should include achieving learning objectives, discovering new values and points of view on the world, and its deepening relationships.

The high energy and close proximity characteristic of student life require extra care in a wide range of areas of daily living and contact, which include relationships, respect for the dignity and worth of the individual, respect for privacy and property and personal safety.

Please see [The University's Code of Principles and Responsibilities for Students](#)



PART V: FINANCIAL INFORMATION



Students are required to pay tuition fees relevant to their programme and administrative and compulsory fees in accordance with the regulations. Tuition fees are paid by semester at the time of registration.

All course and programme fees are subject to change as mandated by The UWI.

TUITION FEES

Tuition fees cover tuition and examination costs, the costs of materials, web-conferencing and synchronous sessions (as appropriate).

The tuition fees for repeating a regular course are the same as for a first attempt. However, if you are repeating **only a component of a course**, the fee to repeat is equivalent to one third of the regular course fee. The cost to resubmit a Research Paper/Project/Thesis is 50% of the Research Paper/Project/Thesis fee.

To view the fees for all programmes, please visit the [Financial Information Page](#) of the Global Campus website.

ADMINISTRATIVE AND OTHER FEES

In addition to tuition fees, there are compulsory fees, i.e., Technology fee, ID card fee, Guild fees, Pelican Perks Fees and local administrative fees, the details of which can be obtained from your Site.

FEE ASSESSMENT

Following your online registration, you should print your fee assessment invoice for each semester, which details your financial obligations after registration.

PAYMENT OF FEES

Students can make payments using the [Online Payment Gateway](#) system through the Student Portal. Payments can also be made to a Global Campus designated bank. If you reside in **Anguilla, Belize, Grenada, Dominica, Montserrat, St. Vincent, Jamaica or Trinidad and Tobago the local bank will vary**. The instructions for the banks are available on the fee assessment invoice after courses are selected during the registration process. The option to pay at a designated bank is not available to international students. All students who opt to make their payment at the bank should complete the appropriate bank voucher, available from your Site, **ensuring that you include your student ID number** and take the voucher together with the fee assessment invoice to the nearest designated bank,

to make your payment. At certain Sites, you may also make your payment at a designated cashier. Please note however that this facility is not available at all Sites and you should make an inquiry before attempting to use this method of payment.

You must submit a copy of the payment receipt/bank voucher to the Site and should retain a copy of all payment receipts for your own records.

Students are deemed to have registered for a course when their financial obligations to the University have been fulfilled.

FINANCIAL STANDING

“In good financial standing” means that all debts owed by you to the University are fully paid or satisfactory arrangements for your payment to the University have been made. Only those students in good financial standing will be registered for courses or programmes of the University and will be eligible for refunds, in keeping with the [refund policy](#).

Your financial standing will also be affected in the event your sponsor fails to pay the tuition fees for the programmes/courses for which you have registered. If this occurs, you will become liable for the full cost of tuition for these programmes/courses. You will be required to sign an agreement to this effect in order to complete your registration.

Please note that failure to pay fees by the specified deadlines will result in the removal of registration. The following actions will be taken if you are not in good financial standing with the University:

- Placing a financial hold on your record
- Removing course registration
- Debarment from future registration in any course or programme of the University until all debts have been settled
- Withholding of examination results and results of other assessments
- Restriction to academic and administrative services
- Restriction to transcripts, certificates and other records of status
- Restricted access to the University’s systems and facilities

FINANCIAL ASSISTANCE

If you require assistance to finance your programme of study at the University, you are encouraged to discuss your financial situation with your Site administration, as early as possible, to identify available options.

To view information on available scholarships and bursaries, please visit [Scholarships | UWI Global Campus](#)

STUDENT PAYMENT PLAN

Our Payment Plan Agreements provide short-term financial assistance on a case-by-case basis in specific circumstances to **cover tuition fees only** and are approved for one semester or summer session at a time.

Each semester, students are required to complete Steps 1 to 4 on the Registration and Funding map in the [MyGC Student Portal](#) and registration will be complete once **ALL** four steps are completed.

All payment plan applications must be submitted during the registration process by selecting the Payment Plan checkbox via the Registration and Funding Map.

REFUND POLICY FOR TUITION FEES

Students must complete the **Request for Refund Form** online via the [MyGC Student Portal](#). The Student ID, Biographical Data, Site, Refund Amount, Email and Reason for Refund (e.g., Leave of Absence, Withdrawal, Registration Change, Other {student to specify}) must be completed.

- Students are only eligible for a refund if they are in good financial standing with the University.
- Students are eligible for a refund if the scheduled programme/course is cancelled by the Global Campus.
- Students are eligible for a refund of a portion of tuition costs if they withdraw from the University or request a leave of absence in writing **before the end of the third week** of semester classes or the second week of summer classes.
- Students may be eligible for a refund of a portion of tuition costs if they change their registration by dropping a course **before the end of the third week of semester classes or the second week of summer classes**.
- Tuition and fees are **neither refundable nor transferable after the end of the third week of semester classes and the second week of summer classes**.
- Students with special circumstances, e.g. a major medical problem or extenuating personal circumstances, who are forced to withdraw or request leave of absence after the stipulated periods, may be considered for a pro-rated refund of tuition on the recommendation of the Site Head and the approval of the Campus Committee for Graduate Studies and Research (CCGSR).
- **Only tuition fees are refundable.** Other fees are non-refundable unless stated otherwise.
- Examination fees, where payable, **cannot be transferred from one examination to another** and can be refunded only under exceptional circumstances by approval of the CCGSR.
- Fees are not refundable if a student is required to withdraw or is suspended for academic or disciplinary reasons.
- Fees are not refundable if operations are suspended due to an act of nature, civil disturbance or any reason beyond the control of the Global Campus.
- Refund of tuition is pro-rated as follows:

SEMESTERS I & II		SUMMER	
Before the end of week 1	100% refund	Before the end of week 1	100% refund
Before the end of week 2	75% refund	Before the end of week 2	50% refund
Before the end of week 3	50% refund		
After the end of week 3	No refund		

- Fees are refundable in the currency of original payment only.
- Refunds will only be processed after the end of the registration period each semester or summer.
- Students who have withdrawn from the University or are on leave of absence for an academic year must present their UWI Student ID card for cancellation when collecting the refund.
- If the refund criteria are not met, then the request for a refund will be denied.



PART VI: EXAMINATION PROCESSES, REGULATIONS AND THE GRADE POINT AVERAGE (GPA) SYSTEM



For some courses, you may be required to do assignments, sit mid-semester tests as well as end-of-semester examinations. Examinations are held at designated examination centres (for example, a Global Campus Site) in your country or online. Some courses may have an alternative to the final examination, such as a major project/action research.

Examinations are different from assignments, quizzes or online tests that might be a part of your coursework. Examinations must be written in a **supervised environment**, with an approved Examination Invigilator (Proctor/Supervisor) or a UWI-approved electronic proctoring system.

GLOBAL CAMPUS EXAMINATIONS

The UWI has five (5) campuses; in most cases, examination papers differ by campus for logistical reasons. Therefore, when attending an examination, you should ensure that the examination paper is the one prescribed for **Global Campus students** – this will be clearly stated at the top of the examination paper.

All written final examinations have sessions scheduled either for the morning (9:00 a.m. EC), afternoon (1:00 p.m. EC), or evening (4:00 p.m. EC) and are two (2) or three (3) hours in duration. **In some exceptional cases, examinations may be scheduled on public holidays.**

Mid-semester examinations are usually held from 5:00 p.m. EC time.

For faster turn-around time, students are reminded to **clearly state their Student Identification Number on all correspondence** when contacting officials of The University of the West Indies.

GLOBAL CAMPUS EXAMINATIONS TIMETABLE

The Examination Timetable for students of the Global Campus is scheduled differently from those of any other UWI campus. **Make sure that the Examinations Timetable from which you take your schedule is the Global Campus' Examinations Timetable.**

WRITTEN EXAMINATIONS FOR STUDENTS WITH SPECIAL NEEDS

Any student who, for reason of permanent or temporary incapacity, desires special arrangements during examinations (oral, written or coursework) shall apply to the Campus Registrar through the Senior Assistant Registrar, Graduate Studies and Research at least four (4) weeks before the scheduled start of the examination period. The arrangements desired should be specified and must be accompanied by a Medical Report as proof of such incapacity or disability. The Campus Registrar shall inform the Board of Examiners of the circumstances in which the examination is performed.

Extra time may be granted on the authority of the Chair of the Campus Committee on Examinations after consideration of the relevant medical reports and consultation with the Campus Unit designated to manage disability issues.

Any amanuensis or secretarial assistance provided to students with special needs shall be approved by the Campus Registrar. The University will normally defray the additional costs involved.

WRITING EXAMINATIONS AT YOUR GLOBAL CAMPUS SITE/EXAMINATION CENTRE

On acceptance to the Global Campus, you are assigned to a Site. **You are expected to write your examinations at this Site**, with the exception of students assigned to the Virtual International Students Office (VISO). When you register for a course, **you are simultaneously registering for the examination**; therefore, you are not required to make any additional arrangements to be examined. You are simply required to check with your Site to find out in which room your examination will be taking place – this information is usually provided via the **Sites' of icial Notice Boards**.

WRITING EXAMINATIONS AT AN ALTERNATE GLOBAL CAMPUS SITE

3If you are unable to write examinations at the Global Campus Site at which you are registered, **you must formally make a request to write them at another Global Campus Site**. To do this, you must make the request to the Senior Assistant Registrar, Assessment, Awards and Records, Global Campus, **through** your Site Head or Site Coordinator by completing the [Request to Write Examinations at an Alternate Global Campus Site form](#) **at least twenty-one (21) days ahead** of your examination(s) to make sure that you can be accommodated. There is a **late application fee of US\$30.00 or the equivalent in your local currency** for requests made after this date and no later than one (1) week before the start of the examinations period. We cannot accommodate requests made **less than seven (7) days** before your examination. **Students failing to make requests in a timely manner and are subsequently absent from their examinations will be subject to the usual penalties for absence and will be deemed to have failed the examination.**

WRITING EXAMINATIONS OUTSIDE OF COUNTRIES WITH UWI EXAMINATION CENTRES

If you wish to take your written examinations at a location other than a UWI Examination Centre, you are required to identify a proctor at an accredited post-secondary institution such as a University, Community College or Technical Institute and your examination must be supervised by a professor, instructor or otherwise qualified person. Alternatively, you may take your examination at an Embassy or Consulate that offers proctoring services to international students. **The proctoring institution MUST be able to communicate in English** in order for your examinations to be facilitated.

It is the student's responsibility to identify a suitable proctor **sixty (60) days in advance** of the examination. To do this, complete the [External Proctor Agreement](#), found on the [MyGC Student Portal](#) and submit it to the Assistant Registrar, Assessment, Awards and Records for evaluation and approval of the proctor. The completed Agreement should be submitted via the [Submission of External Proctor Form](#) also found on the [MyGC Student Portal](#) or by post to the address indicated below:

The Senior Assistant Registrar
Assessment, Awards and Records
The University of the West Indies
Global Campus Learning Centre
Cave Hill Campus
P. O. Box 1341
Bridgetown
BB11000
BARBADOS

FEEES FOR WRITING EXAMINATIONS OUTSIDE OF A UWI EXAMINATION CENTRE

The UWI does not charge an examination fee; however, students are required to cover the cost of couriering their examination papers to the proctoring institution and the cost of returning their completed scripts to The UWI for marking. The cost of this courier service is **US\$120.00** and **must be paid thirty (30) days in advance of your examination**.

Upon receipt of your request to be proctored externally, and as soon as your proctor is approved, you will be billed for the courier cost. You should access the [Payment Gateway](#) and make the payment **at least thirty (30) days before your examination**. **Your examination cannot be sent off until your payment has been made**. Under no circumstances will examination papers be couriered less than ten (10) days before the date of the examination. **Students should therefore make their requests and payments on time**.

INSTRUCTIONS TO CANDIDATES TAKING A WRITTEN EXAMINATION

1. It is your responsibility to ascertain the dates and times of the examination(s) for which you are registered. **Under no circumstances should you rely on any oral communication of the Examinations Timetable. No member of staff is authorised to communicate timetable information to you.**
2. You will be informed of the dates and times of written examination papers by means of the Examinations Timetable, published on the Official Notice Board at your Site and on the [MyGC Student Portal](#) at least one (1) month in advance, or two (2) weeks in the case of Summer or Re-sit Examinations. Any changes in dates after publication shall be brought to your attention by means of additional notices posted at each Site and on the Student Portal. **You will not be informed**

individually of such changes. Under no circumstances will any such changes be made later than one (1) week prior to the commencement of the series of examinations. **You should therefore verify your examinations timetable one (1) week before the examination period.** You should also make sure you take the date and time of your examination from a **final timetable** and **not a draft** (drafts are subject to change).

3. If you are absent from an examination **owing to a clear mis-reading of the timetable, you shall be liable to the normal penalties for absence from an examination (i.e., you will be awarded a grade of Failed Absent/FA/FA*) and will have to await the next of icially scheduled sitting to take the examination. Note that FA/FA* is a failing grade and negatively impacts your GPA and/or academic standing.**
4. You should be present at the examination room thirty (30) minutes before the advertised start time of any examination. You shall be admitted up to half an hour after the start of the examination. **You shall not be allowed extra time if you arrive late.** If you arrive more than half an hour late, you may be admitted to the examination room; however, your written or practical work will be accepted for marking only if you can satisfy the Campus Registrar that you have valid reasons for being late.

STEPS TO TAKE BEFORE AN EXAMINATION

1. Verify that you are registered for the course(s) of the examination(s) you intend to sit. You should immediately report any discrepancies in your registration to your Site Head or Site Coordinator. In the case of international students, you should inform the VISO of ice. You may also report discrepancies directly to [Graduate Studies | UWI Global Campus](#)
2. Make sure you have the correct time and location of your examination. In the case of students writing examinations at the Cave Hill, St. Augustine or Mona campuses, please familiarise yourself with the campus and know where your examination venue is. **Do not** wait until the day of the examination to familiarise yourself with the campus, as this could take some time due to the size of these locations.
3. Arrive at your examination location at least fifteen (15) minutes before its scheduled start.

CONDUCT IN THE EXAMINATION ROOM (FACE-TO-FACE)

1. Candidates are required at all times to comply with the instructions of the Chief Invigilator and/or Assistant Invigilator(s).
2. Candidates should have their UWI Identification Cards to present to the Invigilator.
3. Candidates shall write their identification numbers and **not** their names using permanent ink, distinctly at the top of the cover of every answer book and/or separate sheet of paper that is handed in. Candidates shall **NOT** write their names anywhere on the answer book or supplementary book.
4. Unless otherwise permitted, all examinations shall be written in permanent ink, preferably blue or black.
5. Candidates are not allowed to carry unauthorised material into the examination room, and these include:
 - i. Cell phones
 - ii. Pagers
 - iii. Electronic devices

- iv. Programmable calculators
 - v. Handbags
 - vi. Other personal items
 - vii. Plain paper
 - viii. Written materials (unless otherwise specified)
6. Candidates should only have the materials necessary to write the examination; pens, pencils, rulers, non-programmable calculators etc. Each candidate should have their own supplies; **borrowing from other candidates is not allowed.**
7. Candidates are not allowed to leave the examination room during the **first thirty (30) minutes** or the **last fifteen (15) minutes** of an examination except in the case of illness.
8. Students should not deface any examination material. It is an offence to do so. You should not tear any of the answer booklets or supplementary sheets. Neither should you take any examination material with you from the examination room.

CONDUCT DURING ONLINE EXAMINATIONS

Written examinations can also be conducted through online proctoring. Regulations pertaining to online examinations are the same as for face-to-face with the following additional requirements as well as any specific instructions provided for any such examination.

1. Candidates will be required to hold their UWI Identification Cards to the camera and take a photo before the start of the examination.
2. Candidates must have a quiet place to sit alone and take their examination free of distractions. Any contact with other persons or looking away from the computer screen while taking the examination will be regarded as an “examination irregularity”. Televisions and other people in the room can draw your attention away from the examination.
3. Electronic devices, cellular phones, wired or wireless headphones/earphones, earbuds or any other listening devices are strictly prohibited during online examinations.
4. Baseball caps or hats that extend beyond the forehead are not permitted while taking an online examination.
5. Candidates are not allowed to move away from the computer during the online examination.
6. Candidates are required to do room scans of their environment ahead of the start of each examination.
6. Candidates are not permitted to communicate with other persons during their online examinations.

ABSENCE FROM EXAMINATIONS

When you register at the beginning of the Semester for any course, you are at the same time registering to be examined for that course. If you register for a course and do not take the examination (or any other form of assessment), you will be recorded as **Failed Absent (FA)**, and the usual penalties of failure will apply.

Please note that **Regulation 2.47 for Graduate Certificates, Diplomas and Degrees** state:

Any student who, having registered for a course, fails to take the examination shall be deemed to have failed the examination unless the Board for Graduate Studies and Research, on the recommendation of the relevant Head of Department, in any particular case decides otherwise.

ABSENCE FROM EXAMINATIONS DUE TO ILLNESS

You **must** request permission to be absent from an examination due to illness; however, you must support your request with a **medical report submitted within seven (7) days from the date of the examination** in which your performance is affected. The medical report **should give brief details of the nature of the illness without breaching medical ethics. Consideration for absence cannot be given if the medical certificate submitted does not state the nature of your illness.**

Submission of Medical Reports

Original medical reports should be submitted through your Site Head/Site Coordinator to the Campus Registrar, through the Senior Assistant Registrar, Office of Graduate Studies and Research.

Medical reports should be submitted on the [Medical Certificate/Report Form](#) provided for this purpose, found on the [MyGC Student Portal](#).

Regulation 2.48 for Graduate Certificates, Diplomas and Degrees states *inter alia* that:

*If the performance of a candidate in any part of any examination is likely to have been affected by factors of which the Examiners have no knowledge, the candidate may report the circumstances in writing to the Campus Registrar. If the candidate decides to report such circumstances, he or she **must do so within seven (7) days of that part of the examination which may have been affected;***

Where the factors referred to in Regulation 2.48 relate to illness, the Report to the Campus Registrar (through the Senior Assistant Registrar, Graduate Studies and Research) must be accompanied by a medical report signed by a Campus Medical Officer, as proof of illness; or by a medical practitioner approved for that purpose by the Campus Registrar.

Where a student is unable to submit a medical report in person, the Campus Medical Officer or a medical practitioner, as the case may be, may do so on the student's behalf within the prescribed time. Regulation 2.49 states:

*The Campus Registrar may pass the information referred to in Regulation 2.48 to the Chair of the Board of Examiners if in his or her opinion it is likely to assist the Examiners in the performance of their duties. **Boards of Examiners shall not take cognizance of illness, or other circumstances claimed to affect the performance of candidates, if these have not been referred to them by the Campus Registrar.***

LATE WITHDRAWAL FROM A COURSE/EXAMINATION AFTER THE DEADLINE

A student may withdraw from a course during the official registration period. Additionally, students may apply for **late withdrawal** after the official registration period has ended but **before the end of the 6th week of teaching during Semester I and II only**. Approval for late withdrawal will be determined by the Campus Committee for Graduate Studies and Research.

If a student is granted permission to withdraw from a course after the official registration period has ended, but before the end of the 6th week of teaching, a final grade designation of **LW** (Late Withdrawal) shall be assigned. An LW grade has no impact on a student's GPA or academic standing.

If a student stops attending the course and does not officially withdraw, a final grade designation of **FA/FA*** will be assigned and will have a negative impact on the GPA (where applicable) and counted as a failure on the record and could impact the classification of the degree.

Withdrawals are not permitted once grades have been posted for the semester. If a student has documentable, extenuating circumstances, a petition may be submitted for review.

NB: Withdrawing from course(s) after the deadline does not relieve the student from financial liability, as the refund deadline would have already passed. LW only gives academic consideration (i.e., your GPA will not be negatively impacted).

REPEATING FAILED COURSE COMPONENTS

Graduate students are required to **pass all components of their course assessment**. If a course has coursework and a final examination component, students must pass both components.

If a course is assessed through 100% in-course assessment and the assessment is divided into components, **students are required to pass each component of the assessment**. If a student fails the examination component of a course but obtains an overall mark of 50% or more, a grade of **FE/FWE** (Failed Examination) is given, which indicates that the student must retake the examination component of the assessment. If a student fails a coursework component but obtains an overall mark of 50% or higher, a grade of **FC/FCW** (Failed Coursework/Component) is awarded, which indicates that the student must retake the failed coursework component only. Note FE/FWE and FC/FCW are failing grades.

If a student receives an overall mark of **less** than 50% (0-49) even if they pass a component of the coursework assessment, a grade of F, F1, F2 or F3 is awarded. In these instances, the student **must repeat the entire course**.

Non-GPA students are not permitted to repeat the examination in any one course **on more than one occasion** unless the Board for Graduate Studies and Research in any particular case decides otherwise.

If you need to repeat a component of a course (that is, your final grade was FC/FCW or FE/FWE), check the programme advising documents to see when next the course will be offered. You are required to repeat any failed components **at the next available sitting**. To register to resit a component, you will need to complete a [Repeat Component Form](#). The form must be completed by the end of the registration period. The Repeat Component Form is found on the [Programme Advising webpage](#).

[Only complete the form if the course is being delivered for the relevant semester]

If you do not complete the **Repeat Component Form** and you self-register for the course through the Banner student system, **you will be billed the full course fee rather than the repeat component fee.**

ORAL EXAMINATIONS

The Examiners appointed to examine a written paper may put oral questions to a candidate in any case in which they believe that this will help towards a more accurate assessment if the Chair of the Campus Committee so approves.

In cases where a student fails a written examination of a course within 5% of the pass mark, the Examiners may recommend an oral examination to the Chair of the Campus Committee.

In cases of students failing the written examination component of a course on the first attempt, being allowed an oral examination, and performing satisfactorily in the oral examination, the Examiners shall recommend the minimum passing mark (50%) for the written component. This shall then be combined with the coursework mark to obtain the final overall mark for the course. In cases of students failing the written examination component of a course on a second attempt, being allowed an oral examination and performing satisfactorily in the oral examination, the Examiners shall recommend the minimum passing mark (50%) as the final overall mark for the course.

NOTIFICATION OF EXAMINATION RESULTS

Students are notified of examination results through the [MyGC Student Portal](#).

The deadline for publication of results for regular courses is usually one (1) month after the end of the relevant semester. Research Papers/Projects/Practicums require a lengthier examination process and will normally go beyond this one-month deadline.

DISSATISFACTION WITH EXAMINATION RESULTS

The below extract from the *Regulations for Graduate Certificates, Diplomas and Degrees* governing the review of examination results explains:

- 2.82 (a) *A student who is dissatisfied with the results of his or her examination should report his or her dissatisfaction in writing to the Campus Registrar. Such a report must be made **within two weeks** of the publication of results.*
- (b) *The Campus Registrar shall forward the student's report to the chair of the Campus Committee.*
- (c) ***Only students who have failed** a course may request to go through their script or coursework with the Examiner.*
- During the go through the Examiner may disclose the marks/grades;
 - The marks received during the examination shall not be altered as a result of a consultation except where an administrative or computational error has been identified.
 - A student, who has had a consultation, may request to have his/her script re-marked by an Independent Examiner **within two (2) days** of the concluded consultation and pay the requisite fee.

- (d) *Students may request to have their script or coursework re-marked by a new and Independent Examiner.*

2.83 *The student may inform the Campus Registrar that he or she wishes to have the examination re-marked, and must pay the relevant fee to have this done.*

The fee to have an Independent Examiner appointed to conduct a re-mark is **BDS\$130.00** or its equivalent; this amount is payable to the Office of Finance for the re-mark to be processed.

2.84 *The right to report dissatisfaction and request a re-mark shall apply to both coursework and written examinations.*

2.86 *In the case of the re-marking of a script or coursework the mark of the new and independent Examiner shall be regarded as the final mark (whether the mark is higher or lower).*

2.88 *Where the re-marking under Regulation 2.83 results in a higher mark than that previously recorded, the fee **shall be refunded**, provided that the increased mark results in a change of grade.*

HOW TO APPLY FOR A RE-MARK OR CONSULTATION OF A COURSE

To apply for a re-mark or go-through (review) of a course, you must complete the specified online application form. The form can be found on the [MyGC Student Portal](#) Dashboard under **Forms and Booklets**. The form is open to receive applications from the deadline for the release of results for the particular semester, and students must apply within two weeks of receiving their results. **Make sure you use the form specified for Graduate students.** See links below:

[Examination/Assessment Remark Form](#)

[Examination/Assessment Consultation \(Review\) Form](#)

These forms are opened to receive applications each Semester, from the deadline date given for the official release of results.

WITHHOLDING OF RESULTS

You should note that even if permission is granted to sit an examination when fees are outstanding, results will be withheld until the outstanding balance is cleared. Certificates and transcripts shall also be withheld under the same circumstances.

HOW TO REQUEST A TRANSCRIPT

Official transcripts are prepared at your request by the **Assessment, Awards and Records Department**. The official transcript reflects all the academic work you have completed. You should complete the appropriate [Transcript Request Form](#), available online through the [MyGC Student Portal](#) under **Forms and Booklets: Examinations**.

Payment for transcripts may be made via the [Payment Gateway](#), **Wi Pay** at [Global Campus E-Pay](#), the Site or the Bank. The completed form, along with proof of payment, should be emailed directly to [Transcripts | UWI Global Campus](#)

REGULATIONS FOR GRADUATE CERTIFICATES, DIPLOMAS AND DEGREES

In addition to these general assessment guidelines and extracts from the regulations, students should familiarise themselves with the [Regulations for Graduate Certificates, Diplomas and Degrees, 2018](#).

GRADE POINT AVERAGE (GPA) SYSTEM EFFECTIVE ACADEMIC YEAR 2021-2022

(Applicable to Graduate Certificates, Diplomas, Taught Masters and Professional Doctorates only)

As part of continued efforts to align the standards of The UWI more closely with international norms and best practice, a Grade Point Average (GPA) system was introduced for students admitted to the University to pursue **Graduate Certificates, Diplomas, Taught Masters and Professional Doctorates from the academic year 2021-2022**. The GPA system commenced on **August 1, 2021**. The GPA and the associated grade scheme governs all coursework assessment and examinations **for students who commenced studies from the academic year 2021-2022 and onward**.

The GPA system is **not applicable** to research-based degrees, i.e., MPhil or PhD programmes; however, students admitted to these programmes from the academic year 2021-2022 will be graded under the new grade scheme.

All students who commenced their programmes prior to the academic year 2021-2022 and are still active students will be transitioned to the GPA grade scheme from academic year 2026-2027.

PRE-GPA GRADUATE GRADE SCHEME (I.E. BEFORE ACADEMIC YEAR 2021-2022)

GRADUATE GRADE SCHEME PRIOR TO ACADEMIC YEAR 2021-2022	
GRADE	MARK %
A	70 and above
B +	60 - 69
B	50 - 59
FE/FC	≥50
F	0-49

CLASS OF AWARD OF CERTIFICATES, DIPLOMAS AND DEGREES PRIOR TO THE GPA SYSTEM

Postgraduate Certificates are awarded with **Pass only**.

Postgraduate Diplomas and taught Masters Degrees are awarded with **Distinction** or **Pass**.

MPhil, PhD and Professional Doctorate degrees (e.g., EdD) are awarded with **High Commendation** or **Pass**.

AWARD OF DISTINCTION

For students who entered The UWI **prior to the academic year 2021-2022**, a distinction is awarded for Postgraduate Diplomas, and taught Masters Degrees as follows:

- (a) **For programmes which require the submission of a project report or research paper**, the candidate must have achieved an average of 70% or better (Grade A) in the written courses and a mark of 70% or better in the research paper or project report.
- (b) **For programmes conducted entirely by courses**, a candidate must obtain an A grade in at least 70% of the courses and the average mark of all courses must not be less than 70%.

A candidate who failed a course is ineligible for the award of the degree with distinction.

AWARD OF HIGH COMMENDATION

For students who entered The UWI **prior to the academic year 2021-2022**, high commendation is bestowed on a candidate for the MPhil, Professional Doctorate and the PhD degree where the Examiners are unanimous in their recommendation that such an award should be made (See Graduate Reg. 3.25) and the Board for Graduate Studies and Research so approves. In the case of Professional Doctorates, candidates **must also have attained a Grade A average** over the coursework component of the programme, and candidates **failing a course (including an elective course) required for the completion of the programme shall be ineligible for the award of high commendation.**

Failure in a co-requisite course shall not exclude a student from receiving High Commendation. High Commendation will not normally be awarded to candidates who have **exceeded the time limits for registration.**

ACADEMIC STANDING PRIOR TO THE GPA SYSTEM

Academic standing for non-GPA students is based on programme specific rules and are outlined in Part VIII of this handbook. However, the following general rules apply:

- Candidates failing more than two courses in their programme will normally be required to withdraw.
- Candidates failing the same course more than once will normally be required to withdraw.
- **Students who fail a research paper or project report on re-submission (i.e., after an initial failure) will be required to withdraw (RTW) from The UWI** {Regulations for Graduate Certificates, Diplomas and Degrees 3.13 (b)}.

GRADUATE GPA GRADE SCHEME FOR STUDENTS WHO COMMENCED THEIR PROGRAMMES FROM THE ACADEMIC YEAR 2021-2022 AND CONTINUING STUDENTS WHO REMAIN ACTIVE STUDENTS AS OF ACADEMIC YEAR 2026-2027

GRADUATE GRADE SCHEME FROM ACADEMIC YEAR 2021-2022		
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-	2.7	60-64
C+	2.3	55-59
C	2.0	50-54
FCW/ FWE	1.7	≥50
F1/F1CW/F1WE	1.7	40-49
F2/F2CW/F2WE	1.3	30-39
F3/F3CW/F3WE	0	0-29

NB: GPA Grades are denoted with an asterisk (*) next to them in the Banner Student System.

See Appendix B for the Graduate Grade Scheme with Grade Descriptors.

CLASS OF AWARD OF CERTIFICATES, DIPLOMAS AND DEGREES UNDER THE GPA SYSTEM

Postgraduate Certificates are awarded with **Pass only**.

AWARD OF DISTINCTION AND MERIT

In the case of **Graduate Diplomas and Taught Masters degrees** the following criteria shall apply for the award of **Distinction** and **Merit**:

- (i) the award of Distinction shall be granted where the candidate has earned a Grade Point Average of **3.70 or above**;

- (ii) the award of Merit shall be granted where the candidate has earned a Grade Point Average of between **3.30 and 3.69**; 3.30 and 3.69 being inclusive.

Except where otherwise prescribed, a previous failure in a course required for the completion of the degree, or in a qualifying course shall not exclude the student from receiving a Distinction or a Merit award in the Graduate Diploma or Taught Master's degree, provided that the student has attained a pass mark in the respective course in a further attempt.

The Board for Graduate Studies and Research may approve **exceptions** to the above criteria as defined in the Graduate GPA regulations to require that a candidate must attain a Grade Point Average of 3.70 or above in both the written examination **and the project report or research paper** in order to qualify for a Distinction.

AWARD OF HIGH COMMENDATION

Professional Doctorate degrees are awarded with **High Commendation** or **Pass**. To receive a High Commendation, candidates **must** obtain the following:

- (a) **Unanimous recommendation** of High Commendation for Thesis/Research Paper by the Examiners; and
- (b) No Failing grades over the duration of the programme and
- (c) A Grade Point Average of 3.70 or above in the required coursework; and
- (d) A Programme Grade Point Average of 3.70.
- (e) High Commendation will not normally be awarded to candidates who have exceeded the time limits for registration.

CLASS OF DEGREE from Academic Year 2021-2022	DEGREE OR PROGRAMME GPA REQUIRED
High Commendation	3.70 and above*
Distinction	3.70 and above
Merit	3.30 - 3.69
Pass	2.00 - 3.29
*Professional Doctorates: To be awarded High Commendation in addition to obtaining a GPA of 3.70 or higher, must meet the criteria outlined at (a) to (e) above.	

ACADEMIC STANDING UNDER THE GPA SYSTEM

To maintain good academic standing under the GPA system, students are required to maintain a **minimum GPA of 2.00**. A student whose GPA for a given semester is less than 2.00 shall be deemed as performing unsatisfactorily and shall be placed on **warning**. A student on warning whose Grade Point Average for the succeeding semester/summer session is less than 2.00 and whose Cumulative Grade Point Average is below 2.00 **will be required to withdraw**.

Additionally, students who **fail a research paper or project report on re-submission** (i.e., after an initial failure) will be required to withdraw (RTW) from The UWI {Regulations for Graduate Certificates, Diplomas and Degrees 3.13 (b)}.

WHERE CAN I FIND OUT MORE ABOUT THE GPA SYSTEM

See the [GPA Regulations for Graduate Certificates, Diplomas, Taught Masters and Professional Doctorate Programmes](#)

For answers to specific questions, contact [Graduate Studies | UWI Global Campus](#)

HOW TO CALCULATE YOUR PROGRAMME/DEGREE GPA

STEP ONE: A 'grade point' is assigned for every course in which you receive a final grade. For example, if you receive an A as a final grade, you will be assigned a grade point of 4.00.

STEP TWO: The grade point assigned for each course completed is multiplied by the 'credit hours' of the course to determine your 'quality points'. For example, if you receive a grade point of 3.70 [equivalent of letter grade A-] for a 3-credit course the quality points would be calculated as follows: $3.70 \times 3 = 11.10$ quality points.

STEP THREE: Your 'Programme/Degree GPA' is the average obtained by dividing the total quality points earned in your programme to date by the total credit hours taken (inclusive of credit hours for failed courses). The GPA, excludes courses taken on a pass/fail basis, audited courses, courses taken for preliminary credit, incomplete courses and any other courses which do not count towards the class of degree according to programme regulations. For example: 54 quality points earned divided by 15 credit hours taken [equivalent to five 3-credit courses] = a Weighted/Programme/Degree GPA of 3.60

NB: The credit hours for failed courses are included in the GPA calculation.

PART VII: ACADEMIC SUPPORT SERVICES



The Global Campus has implemented academic support systems to ensure that students in online programmes/courses enjoy a meaningful virtual online learning experience and that all their academic concerns are heard and addressed. Access to Online Academic Support is provided by the Online Programmes Delivery Department (OPDD) in APAD.

Some of the online support provided includes online orientation for new students; pre-course and programme advising conducted before the start of course registration; and access to various APAD support staff during course delivery; and the opportunity to connect with other UWI Global Campus students virtually, across online programmes via the *“Connecting As Students” (CAS) space*.

UWI GLOBAL CAMPUS ORIENTATION

How you begin your academic studies as an online student with us in the OPDD is important, so we strongly encourage you to attend the Online Orientation by engaging in the online space. Attending and participating in our orientation activities online is the best way to acclimate to university life at The UWI Global Campus.

The online sessions will help you become familiar with the Campus, learn what your student life will be like, how to register for your first semester of online courses, as well as other important guidelines that will help you to function effectively for the duration of your programme. In addition, you will receive academic advice and meet people who will be helpful to you during your programme of study.

You can revisit key topics addressed in the Orientation from the self-paced Orientation link embedded on each course page.

COMPULSORY INTRODUCTION TO ONLINE STUDY FOR GRADUATE STUDENTS

All new graduate students **are required** to take a compulsory introduction to online course (OOL6001 or OOL6100) on admission to their postgraduate programme. A designated online space is provided for this course. **Graduate students must successfully complete the introduction to online learning course to graduate.**

Graduate Students (TLET ONLY): All Teaching and Learning with Emerging Technologies (TLET) postgraduate students **must** successfully complete a compulsory introductory course before registering for their courses in the first semester of their programme. This compulsory course, *OOL6100 Graduate Introduction to Teaching and Learning with Emerging Technologies*, is a two-part course. Part 1 introduces students to a self-paced orientation and assessment of the technology tools used in delivering the programme. Part 2 is a facilitated module that covers the programme objectives and expectations for graduate learners, preparing them for the programme's demands.

Other Graduate Students: All other students in graduate programmes are required to register for the mandatory course *OOL6001: Graduate Introduction to Online Learning* as a part of their induction to their postgraduate programme. This is a three-week course with compulsory activities designed to prepare prospective graduate students to function effectively and efficiently in a fully online programme. Activities are given to students not only to show that they can function in the online environment technically, but also academically. Students are expected to perform functions relating to online participation. You will interact with other learners, produce academic writing and understand how to source, evaluate and use information to meet the requirements of your programme. Additional information on this course can be found in your acceptance package. This course should be completed before the start of your first semester or during your first semester of study.

PRE-COURSE PROGRAMME ADVISING

Students are required to seek programme advising before registering for courses each semester. Programme Advising documents are prepared by the Programme Managers (PMs) and provide an outline of the programme and the prescribed order for course completion.

To receive programme advice, students should:

1. Carefully review the [Programme Advising documents](#)
2. Contact your PM via email should you require further information (see Appendix D, for contact details).

ONLINE PROGRAMMES AND COURSES - APAD STAFF SUPPORT

Students in online programmes or courses should engage with APAD. The following APAD staff members are available to support your success:

Online Course Delivery

For courses delivered online, you have support on academic matters from the Online Programmes Delivery Department in APAD through the following roles:

- a) **The Programme Manager (PM)**
The PM provides academic guidance and support for the delivery of courses and programmes. The PM's responsibility is to ensure that all courses and programmes are delivered in accordance with the University's regulations. The PM also gives general programme advice and

serves as the liaison between the university administrators and students; monitors the performance of facilitators, and participates in orientation activities with students.

Contact information for Programme Managers can be found on the programme information pages and [Programme Advising pages](#) on the Global Campus Website (See Appendix D) and in the Quicklinks block on the [MyGC Student Portal](#).

b) **Course Quality Assistant (CQA) - Online Academic Support**

In an effort to better support your studies, the Global Campus utilises an Academic Support Team. The aim of this team is to function as a sounding board on all issues impacting your teaching-learning experience in our online learning environment. The CQA team members will complement your facilitators, who should continue to be your first line of support for academic studies.

Students may contact the CQA assigned to their course(s) via the Academic Support forum found in all courses and directly via email (contact information will be provided in the Academic Support forum at the beginning of the semester). The Academic Support Team may be contacted via email (academicsupport@open.uwi.edu) Monday to Friday at 9:00 - 11:00 a.m. JA time/10:00 a.m. - 12:00 p.m. EC time.

c) **Learning Support Specialist (LSS) – Online Support with Technology**

To support your technology in the online course, an LSS is assigned to each course. The LSS works as part of a team with your PM, CQA, and Facilitators to provide you with an enriching learning experience.

You may contact the LSS assigned to your course by writing to helpdesk@open.uwi.edu

TEACHING-LEARNING IN THE LEARNING EXCHANGE (LE) - ONLINE COURSE DELIVERY

Most online courses have both a Course Coordinator and several Group Facilitators (GFs). Other courses have only a Course Instructor (CI). Course Coordinators or Course Instructors are the course managers, lead instructors and academic facilitators for the courses. They are responsible for customising the course and managing the GFs assigned to the courses.

Courses are divided into separate groups of up to 34 learners. Each group will be assigned a GF to manage the interactions in the group, mark assignments and provide feedback to learners. The specific duties in the course require the GFs to:

1. Guide the learning experience of all students and act as a resource for learners as they move through the course;
2. Make available, where required, additional material to enhance the learning experience of the students;
3. Respond to all student queries in the Tutor-Student Exchange forum and, where necessary, access information from the appropriate source to address the matter raised;
4. Provide guidance on all learning activities;
5. Regularly communicate with individual students via email to counsel, guide, advise and motivate them; and
6. Regularly contribute to all discussions and provide appropriate feedback to learners.

You should view your GF and CI as persons who are there to facilitate your learning and assist you to succeed. Do not be afraid to ask them questions. If you realise you want to learn more about a specific

concept or topic, feel free to ask your facilitator for guidance to source additional resources. If you are struggling with a concept or idea, then share your concerns with your GF. He or she is there to help you master these concepts. If you think others in the course would have similar questions, then post your query in the appropriate discussion area.

Research courses are managed by a Research Project Coordinator and Research Supervisors (RS).

COURSE ISSUES

Your first point of contact is your Group Facilitator (GF). However, if there is no response from the Group Facilitator, then you should contact your Course Instructor.

HOW TO CONTACT YOUR COURSE COORDINATOR/COURSE INSTRUCTOR

1. You may contact your Course Coordinator/Instructor by posting messages in the Facilitator-Student Exchange forum found in all courses. It is important to use this forum as it also allows the CQA and OPDD to evaluate the quality of the service you are receiving in each course group.
2. You may also email your Course Coordinator/Instructor using the contact information provided on the front page of each course and in the Course Guide. A messaging system that allows you to communicate with your Course Coordinator is also available via the Learning Exchange (LE).

Note: Correspondence between students and facilitators on course-related matters must take place in the LE or an approved UWI Global Campus technology source (e.g. GC email, Web Conferencing).

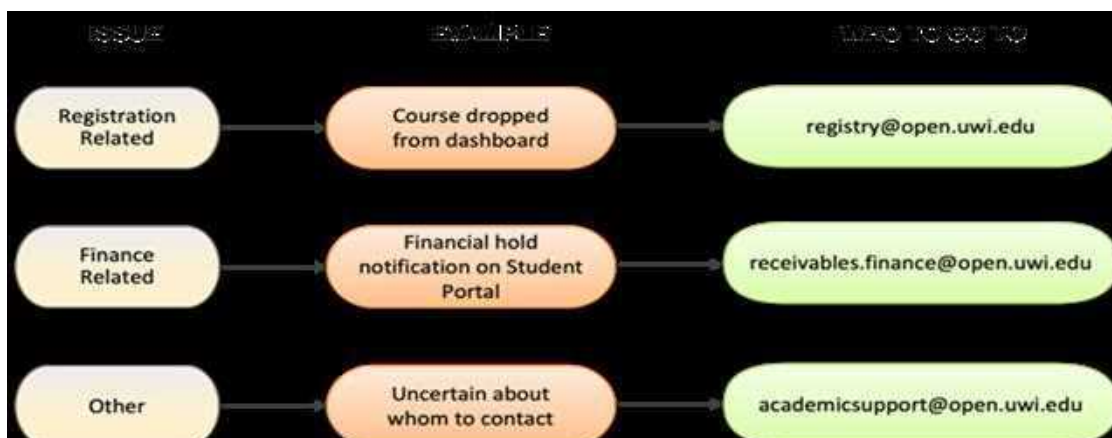
REPORTING A PROBLEM

If the **Course Coordinator/Course Instructor** fails to solve the problem or does not respond to your request for help within 48 hours, you should request the assistance of the CQA. You may write to the CQA directly via email (contact information found in the Academic Support forum) or by way of the OPDD's Academic Support email academicsupport@open.uwi.edu. The team of CQAs will investigate the issue.

An online chat option is available on the [MyGC Student Portal](#). This connects you with members of staff who are available to help address your concerns.

Non-academic Requests or Problems

If students encounter non-academic problems or are uncertain about whom to contact, the following should be used as a guide:



HOW TO CONTACT YOUR HEAD OF DEPARTMENT

Mrs Renee Swaby-Frazer, Head, Graduate Studies Programmes, Online Programmes Delivery Department, Academic Programming and Delivery may be contacted via email at: renee.swaby-frazer@uwi.edu

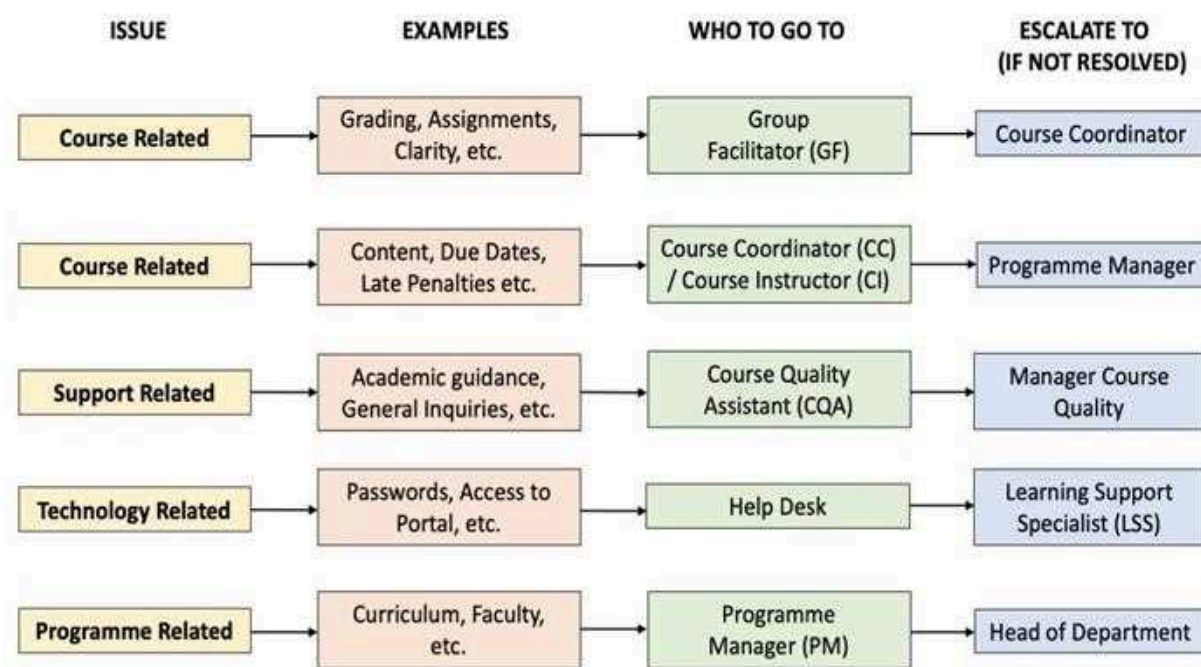
COMMUNICATING ONLINE WITH GC PERSONNEL

Please ensure that you send emails using your Global Campus email address and include information such as your name, student ID number, course name and course code in your correspondence. Please also ensure that a copy of all correspondence on online course matters is sent to your Programme Manager. Email addresses of graduate Programme Managers are listed in Appendix D.

Online Protocol: When communicating online, be reminded to pay attention to the following online protocol:

1. When you send an email, always check to see if your email was correctly sent (not sitting in your draft box) or whether it “bounced”. A bounced email sends an error message, indicating the address is incorrect and not received by the intended party.
2. Check if the response indicates that the person is not available and follow the instructions provided in the automatic responder.

The reference chart below outlines the correct protocol for reporting various issues that you may encounter.



CONNECTING AS STUDENTS (CAS)

As a registered student, you have the opportunity to engage as students, not only within your course but also across programmes through the forum *Connecting As Students* (CAS) space. CAS is The UWI Global Campus community forum space for all registered online students. The purpose of this space is to bridge the digital divide across all categories of students by allowing students to communicate with each other virtually to share ideas, to seek information from peers, to post questions and receive feedback, and participate in general student-to-student engagement. Registered students, after gaining access to their courses, may access this CAS space by clicking the link found in their courses on the Learning Exchange.



LIBRARIES AND INFORMATION SERVICES



The Global Campus Libraries and Information Services (GCLIS) provides a distributed service to the Global Campus and UWI community. In addition to a significant and growing online collection, the GCLIS also holds print copies of books and journals at various Country Sites. Most of the libraries at the Sites function as reference libraries with limited circulation under the supervision of a Library Assistant. Other Global Campus libraries offer an expanded range of services, including full circulation services and research support. For contact and other information about specific Global Campus Libraries, please visit <https://global.uwi.edu/library/libraries#oclibraries>

INFORMATION RESOURCES

Access to GCLIS information resources is via *UWIlInC* (UWI Libraries Information Connexion). The *UWIlInC* portal allows users to search and access available resources from the catalogues of the five UWI Campuses, UWI databases and repositories, subscribed e-resources (e-books, e-journals and databases), and selected free e-resources.

UWIlInC may be accessed via the [GCLIS website](#) or through the Learning Exchange. Users will be prompted to sign in with their MyGC credentials to gain access to the full text of e-resources.

ASK A LIBRARIAN

The GCLIS Ask A Librarian service is a virtual reference service that allows students to email or chat live online with GCLIS staff. The Ask A Librarian service offers research assistance and guidance on the use of library resources. The service is also available for general Library queries and comments. To use **chat**, users must sign in with their MyGC credentials. Alternatively, users may send a question or comment via email. No sign-in is required to send an email. For additional information on the Ask A Librarian service, please visit [Ask A Librarian | UWI Global Campus](#)

LIAISON SERVICES

GCLIS Academic Liaison Librarians support the research and information needs of the Global Campus community and assist students in becoming proficient users and evaluators of information. [Liaison Services](#) provide guidance in accessing library resources, information literacy and reference citations, research techniques and the ethical use of information.

For more information on these and other GCLIS services, please visit us online at [Search for Library Resources](#)

GLOBAL CAMPUS ADMINISTRATIVE SUPPORT

THE OFFICE OF THE CAMPUS REGISTRAR (REGISTRY)

Office of the Campus Registrar

The Campus Registrar manages the functions of the Registry and can be contacted at [Registrar | UWI Global Campus](#)

Office of Graduate Studies and Research

The Office of Graduate Studies and Research manages the registrarial matters of graduate students (decisions on applications, issuing of results, processing of reviews/re-marks, decisions on student matters, advising on academic progress, examination of research papers/projects and theses, extension of time for the submission of research papers/projects/theses, information on graduation etc.) and can be contacted at [Graduate Studies | UWI Global Campus](#)

Recruitment, Admissions and Registration

The Recruitment, Admissions and Registration Department has responsibility for all matters relating to the processing of applications, student transfers and ID cards and the coordination of student registration. If you need assistance with course registration or need to request a leave of absence, please contact the Recruitment, Admissions and Registration Office at the following email address: [Recruitment & Admissions | UWI Global Campus](#) You should copy your email to [Graduate Studies | UWI Global Campus](#).

Student Support and Services

The Student Support and Services Department coordinates the delivery of student support services available across the Global Campus Regional Sites, and the Virtual International Students Office (VISO). The office is responsible for monitoring and advising on academic progress and student representation. If you have queries on credit exemptions or need advice on your academic progress, or on matters which are having an impact on your studies, please contact the Student Support and Services Office at the following email addresses: [Student Services | UWI Global Campus](#) and [Virtual International Student Office | UWI Global Campus](#)

Assessment, Awards and Records

The Assessment, Awards and Records Department has responsibility for publishing any final examinations timetables, the conduct of face-to-face or online proctored examinations, and the provision of transcripts. If you have queries on the examinations timetable or wish to request a transcript please contact [Assessment, Awards & Records | UWI Global Campus](#) You should copy your email to [Graduate Studies | UWI Global Campus](#)

SCHOOL FOR GRADUATE STUDIES AND RESEARCH

The School for Graduate Studies and Research is led by the Director, Graduate Studies and Research and supports the administrative, academic and programming functions of the Campus that serve research and postgraduate education and can be contacted at [Director, GSR | UWI Global Campus](#)

STUDENT EXPERIENCE UNIT (SEU)

The Student Experience Unit, in the Office of the Principal, undertakes continuous monitoring of your overall satisfaction with our services during the time that you have chosen to spend at our Campus. We collaborate with the Planning and Institutional Research Unit (PAIR) to review how we are meeting your needs, report findings and make relevant recommendations to executive management. We encourage you to provide continuous feedback on your various experiences as you progress through your programme. All feedback is welcome at: [Student Experience | UWI Global Campus](#)

HELPDESK SERVICES

Assistance with online technical matters is available via the Helpdesk at: [Helpdesk Team | UWI Global Campus](#). The team provides assistance Monday – Friday, 8:30am to 4:30pm Eastern Caribbean (EC) time. (Except public holidays in Trinidad and Tobago).

Problems, such as the inability to log-in to the course page, inability to recall passwords, inability to access graded activities in the Learning Exchange or any other technical matter should be reported to: [Helpdesk Team | UWI Global Campus](#)

SITE SUPPORT SERVICES (GCS) - SITE HEAD OR SITE COORDINATOR

Your Site Head or Site Coordinator provides support locally on issues pertaining to leave of absence (LOA), finance, technical support for personal computers, Registry issues etc. Contact information for the Heads and Site Coordinators of Global Campus Sites can be found in Appendix C.



PART VIII: PROGRAMME INFORMATION AND REGULATIONS

POSTGRADUATE CERTIFICATES

POSTGRADUATE CERTIFICATE IN HUMAN PERFORMANCE IMPROVEMENT (NEW)

ABOUT THE PROGRAMME

The overall aim of the new Postgraduate Certificate in Human Performance Improvement is to create well-rounded graduates who are equipped with the knowledge, skills and practical experience needed to excel in the field of Human Performance Improvement (HPI). The PG Certificate HPI programme is geared towards professionals in the area of training, human resources, management and organizational development. The goal of the programme is to provide a fundamental understanding of human performance improvement to help design and implement instructional and non-instructional performance interventions.

WHO IS THIS PROGRAMME FOR

This programme is designed for professionals who are responsible for improving individual, team and organisational performance and results. It is particularly relevant to persons involved in analysing performance challenges, identifying their underlying causes, and designing, implementing or evaluating solutions to improve performance across business and industry, government, healthcare, defence and security, education, and other public- and private-sector organisations. These include:

- Managers and team leaders
- HR professionals
- Organisational development and change practitioners
- Performance improvement specialists
- Instructional designers
- Learning and development managers
- Technology integration specialists
- Facilitators and trainers
- Government and public sector administrators
- Military personnel involved in training and performance
- Healthcare professionals with workforce/performance responsibilities
- Information technology personnel and managers

PROGRAMME STRUCTURE

The Postgraduate Certificate in Human Performance Improvement consists of the four courses (13 credits). There are three core courses (10 credits) and one elective (3 credits) as indicated below:

COURSE LISTING			
POSTGRADUATE CERTIFICATE IN HUMAN PERFORMANCE IMPROVEMENT (HPI)			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
CORE COURSES			
OOL6001	Graduate Introduction to Online Learning		0
EDID6521	Intervention Selection, Design, and Development		4
EDID6527	Analysis of Human Performance		3
EDID6528	Evaluating Human Performance Improvement Solutions		3
ELECTIVES (CHOOSE ONE)			
EDID6524	Project Management for Instructional Designers		3
HRNM6112	Recruitment and Selection		3
MGMT6202	Management Essentials I		3

ENTRY REQUIREMENTS

An undergraduate degree (at least Lower Second Class Honours or its equivalent) from an approved institution with a minimum GPA of 2.50.

DELIVERY MODE

The certificate programme will be delivered online by the Global Campus using the “Learning Exchange”, the Global Campus’ learning management system (Moodle).

PROGRESSION/RESIT RULES

Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

DURATION AND AWARD OF PROGRAMME

The Postgraduate Certificate in Human Performance Improvement will be offered over three teaching periods (part-time).

To be awarded the Postgraduate Certificate in Human Performance Improvement, students must complete the required 13 credits for the programme.

POSTGRADUATE CERTIFICATE IN JUNIOR COMMAND AND STAFF LEADERSHIP

ABOUT THE PROGRAMME

The Postgraduate Certificate in Junior Command and Staff Leadership is a special-purpose programme developed for the Jamaica Defence Force (JDF). The programme content was developed by the JDF, and Curriculum Development Specialists at The UWI Global Campus worked with the JDF on the instructional design. The Postgraduate Certificate in Junior Command and Staff Leadership is designed to facilitate the professional development of military personnel to understand, analyse and apply military orders and to do so with the accompanying leadership skills required to make command effective. The Certificate mainly deals with the tactical (Battalion/Battle Group) level, and the emphasis is on the individual student's knowledge/cognitive skill attainment.

Specifically, the objectives of the certificate programme are to:

- Produce a cadre of persons who will be able to discuss headquarters and unit routine in terms of task performance requirements, personnel expectations and resource management.
- Expose students to communication, research, law and leadership within a military context in order to effectively command and take required action.
- Build awareness of best practices of military command and leadership and their implementation.
- Produce graduates who have the competence to communicate, document and plan military operations at the Brigade and Unit levels establishing stability within the communities.

WHO IS THIS PROGRAMME FOR

The Postgraduate Certificate in Junior Command and Staff Leadership seeks to attract service men and women at middle management in a military force interested in advancing their expertise and increasing their chances of moving up the ranks.

PROGRAMME STRUCTURE

The Postgraduate Certificate in Junior Command and Staff Leadership consists of the five courses (12 credits) as indicated below:

COURSE LISTING		
POSTGRADUATE CERTIFICATE IN JUNIOR COMMAND AND STAFF LEADERSHIP		
COURSE CODE	COURSE TITLE	CREDITS
OOL6001	Graduate Introduction to Online Learning	0
MLTY5101	Leadership Studies for Military Personnel	3
MLTY5102	Military Contemporary Operating Environments I	1
MLTY5103	Military Doctrinal Concepts	3
MLTY5104	Military Staff Duties	2
MLTY5105	Military Law and Law of Armed Conflict	3

ENTRY REQUIREMENTS

An undergraduate degree (at least Lower Second Class Honours or its equivalent) from an approved institution with a minimum GPA of 2.50. Students without an undergraduate degree will be considered on a case by case basis if they are mature students who have the necessary experience and basic

military training. Such applicants would be required to submit reference letters from academic institutions and employers upon applying for entry into the programme.

DELIVERY MODE

The certificate programme will be delivered entirely online by the Global Campus using the “Learning Exchange”, the Global Campus’ learning management system (Moodle).

PROGRESSION/RESIT RULES

Non-GPA students will not normally be allowed to repeat a course on more than one occasion.

GPA Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

DURATION AND AWARD OF PROGRAMME

The Postgraduate Certificate in Junior Command and Staff Leadership will be offered full-time only over one semester.

To be awarded the Postgraduate Certificate in Junior Command and Staff Leadership, students must complete the required 12 credits for the programme.



POSTGRADUATE CERTIFICATE IN TEACHING AND LEARNING WITH EMERGING TECHNOLOGIES (TLET)

ABOUT THE PROGRAMME

The Postgraduate Certificate in Teaching and Learning with Emerging Technologies (TLET) is geared towards education professionals preparing to teach in a technology-enabled environment in response to a rapidly changing environment. Individuals enrolled in this programme may have a variety of educational credentials, but lack the knowledge and/or skills to be productive in a digital environment. It is the Global Campus’ response to the dearth of education professionals in the Caribbean with the required certification in new teaching modalities, inclusive of online and computer/technology-enabled instruction.

In keeping with the original concept of a ladder approach to higher levels of education in this field, the Postgraduate Certificate in Teaching and Learning with Emerging Technologies will constitute an entry-level phase in this process.

Specifically, upon completion of the Certificate, graduates will be empowered to:

- Appreciate the implications for the future of Caribbean education arising from the integration of technology in varied or virtual teaching and learning environments
- Develop pedagogical and technological skills necessary for instructional practice in online and distance programmes
- Evaluate the effectiveness and differences in synchronous and asynchronous learning technologies utilised in digital teaching and learning environments

- Integrate a variety of digital tools in creating engaging learning environments to improve collaboration and student achievement.

WHO IS THIS PROGRAMME FOR?

The programme seeks to target persons engaged in education or training or other suitably qualified persons wishing to develop graduate competencies in teaching and learning.

PROGRAMME STRUCTURE

The Postgraduate Certificate in TLET is designed as a 12-credit programme comprising the following foundational courses.

As structured, this programme ladders into the Postgraduate Diploma in TLET, allowing certificate holders to continue their educational path to an advanced degree, as well as providing a career pathway in the field of online and distance education.

COURSE LISTING POSTGRADUATE CERTIFICATE IN TLET		
COURSE CODE	COURSE TITLE	CREDITS
OOL6100	Graduate Introduction to Teaching and Learning with Emerging Technologies	0
EDPH6000	The Changing Face of Education in the Caribbean	3
EDPH6001	Laboratory: The Changing Face of Education in the Caribbean	1
EDCE6050	Foundations of Learning Technologies	3
EDCE6051	Laboratory: Foundations of Learning Technologies	1
TLET6130	Digital Tools for Teaching and Learning	3
TLET6131	Laboratory: Digital Tools for Teaching and Learning	1

ENTRY REQUIREMENTS

The general prerequisite for entry into the programme will be:

- An undergraduate degree (at least a Lower Second Class or its equivalent) from an approved institution; and
- Work experience of one year, related to online technologies or education; or equivalent experience as an online student, documented by resume, curriculum vitae, or transcript.

Students registered in the Diploma programme who are unable to complete their programme for whatever reason may seek approval to downgrade to the Certificate.

MODE OF DELIVERY

The programme will be delivered fully online using the Global Campus “Learning Exchange” environment (Moodle) and web-conferencing software (e.g., Zoom). It will integrate substantive experiential online practice-based laboratories, which measure achievement of competency through practitioner-oriented activities.

PROGRESSION/RE-SIT RULES

Non-GPA Students who fail more than one course in any semester will usually be required to withdraw.

GPA Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

Re-sits will be arranged at the next regular sitting in which the course is formally examined.

DURATION AND AWARD OF CERTIFICATE

The Postgraduate Certificate in TLET programme of study requires participants to enrol in no more than two (2) content courses and their co-requisite laboratories in any semester. Under the planned delivery schedule, the programme can be completed in a minimum of two (2) semesters and a maximum of two (2) years.

To be awarded the Postgraduate Certificate in Teaching and Learning with Emerging Technologies, students must complete the required 12 credits for the programme.



POSTGRADUATE DIPLOMAS

POSTGRADUATE DIPLOMA IN EARLY CHILDHOOD EDUCATION

ABOUT THE PROGRAMME

The Post-Graduate Diploma in Early Childhood Education aims to expose early childhood professionals, who work with young children between the ages 0-8 years and their families, to contemporary approaches in the field of early childhood education. The programme design is geared towards improving the standard of care and delivery of services undertaken by early childhood professionals. Students will gain specialised knowledge and skills, which will deepen their understanding, desire, and attitude to function effectively in the field of early childhood education.

The programme will seek to help early childhood practitioners adapt to meet the global changes occurring in the field thereby preparing them to function as highly qualified professionals who understand and practice concepts inclusive of but not limited to play-based learning, authentic assessment, lifelong learning, reflective practice, and continuous professional development.

WHO IS THE PROGRAMME FOR?

This 22-credit postgraduate diploma programme is designed for individuals who possess a bachelor's degree with a concentration in early childhood education or a related field (e.g Child Psychology, Education or Social Work). The programme targets trained early childhood educators and others with the relevant qualifications at the undergraduate level. These include:

- Preschool teachers at private and public educational institutions;
- Elementary school teachers;
- Workers at childcare centres;
- Special education teachers;
- School counsellors;
- Home-based service providers;
- Childhood development researchers

PROGRAMME STRUCTURE

The Postgraduate Diploma in Early Childhood Education is a twenty-two (22) credit programme that comprises the following courses:

COURSE LISTING			
POSTGRADUATE DIPLOMA IN EARLY CHILDHOOD EDUCATION			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
OOL6001	Graduate Introduction to Online Learning	None	0
EDEC5000	Fundamentals of Early Childhood Education	None	4
EDEC5001	Curriculum Design in Early Childhood Education	None	3
EDEC5002	Language and Literacy Development	None	4
EDEC5003	Diverse Needs and Inclusive Education	None	4
EDEC5004	Educational Management and Sustainable Practices	None	4
EDEC6406	Current Developments in Early Childhood Education	None	3

ENTRY REQUIREMENTS

An undergraduate degree in Early Childhood Education (at least a Lower Second Class Honours or its equivalent) from an approved tertiary institution.

Applicants who do not possess a degree in Early Childhood Education but have a degree in a related field (such as primary education, child development, child psychology, social work), would normally have at least 3 years of experience in teaching children at the early childhood level.

DELIVERY MODE

The programme will be delivered fully online using the Global Campus “Learning Exchange” (Moodle) and web-conferencing software.

PROGRESSION/RESIT RULES

Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

Re-sits will be arranged at the next regular sitting in which the course is formally examined.

DURATION & AWARD OF DIPLOMA

The programme can be completed in a minimum of twelve (12) months and a maximum of two (2) years.

To be awarded the Graduate Diploma in Early Childhood Education, students must complete Graduate Introduction to Online Learning and the required 22 credits for the programme.



POSTGRADUATE DIPLOMA IN EDUCATION - SECONDARY

ABOUT THE PROGRAMME

This diploma is an In-Service programme for secondary-level teachers who possess a bachelor's degree but have not been exposed to any professional training in teaching. The major emphasis of the programme is to assist teachers, through exposure to a range of relevant experiences and processes, to 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 an effective, discerning professional who recognises the importance of lifelong learning, self-assessment, and continuous professional development. Integration of theory and practice will be emphasised in this programme. Students will be exposed to the infusion of technology in their classrooms (including skills for teaching remotely).

The Programme currently has two areas of specialisation - **English Language Education** and **Mathematics Education** and participants must be teaching in the area of the specialisation.

WHO IS THE PROGRAMME FOR?

The programme seeks to target persons who are qualified in specialised subject areas and are engaged in teaching and need to earn a qualification in teaching and learning.

PROGRAMME STRUCTURE

The Postgraduate in Education - Secondary is a twenty- five (25) credit programme that comprises the following courses:

COURSE LISTING POSTGRADUATE DIPLOMA IN EDUCATION - SECONDARY			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
CORE COURSES			
OOL6100	Graduate Introduction to Teaching and Learning with Emerging Technologies		0
EDFA5210	Foundations in Education		4
EDCU5005	Curriculum Theory and Practice		4
EDME5300	Classroom Assessment in Today's Schools		4
METHODS COURSE (One of the following based on specialisation)			
EDLG5250	Methods in Teaching English		4
EDMA5350	Teaching Secondary Mathematics		4
PRACTICUM			
EDTE5299	Practice in Teaching		9

ENTRY REQUIREMENTS

An undergraduate degree (at least Lower Second Class Honours or its equivalent) from an approved institution with a 2.50 GPA in the approved area of specialisation.

Additionally, the candidate MUST teach in the area of specialisation for the full duration of the programme.

English-Language Proficiency – Applicants for whom English is not the first language must submit proof of proficiency. The Office of Graduate Studies will accept the Test of English as Foreign Language (TOEFL) or International English Language Testing System (IELTS) test scores taken within the last three years. A TOEFL score of 500 or greater is preferred.

DELIVERY MODE

The programme will be delivered fully online using the Global Campus “Learning Exchange” (Moodle) and web-conferencing software.

INSTRUCTIONAL ARRANGEMENTS

All courses in the programme will be offered fully online. A fully online graduate course entails the following:

- All materials are made available online through the learning management system of the Global Campus;
- All teaching-learning activities are conducted in the learning management system;
- All assessment-related activities are conducted in the learning management system.

In instances where students are required to engage in course-related activities of line in the real-world environment, all output from such activity, in whatever format, must be submitted through the learning management system.

THE PRACTICE IN TEACHING COURSE

During this year-long/ 3-semester course, students will engage in teaching practice for approximately twenty (20) weeks. They will carry out their action research project while conducting their teaching practice. The teaching practice component of this course will account for 60% of the overall grade. In addition, students will be required to produce a teaching portfolio, which will account for the other 40% of the course grade. This teaching portfolio will be expected to show evidence of the students' evolving teaching competence from a multifaceted perspective. The action research project will be a key component of this portfolio. It is expected that in their portfolios participants will:

- articulate their philosophy of teaching;
- illustrate how they have experimented with and applied various pedagogical, planning and assessment approaches in their teaching;
- present the results of their action research project;
- demonstrate how they engaged in reflection to identify their strengths and address weaknesses in their teaching;
- provide evidence of their ability to integrate technology into the curriculum.

PROGRESSION/RESIT RULES

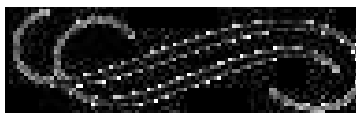
Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

Re-sits will be arranged at the next regular sitting in which the course is formally examined.

DURATION & AWARD OF DIPLOMA

The Postgraduate Diploma programme will require participants to enrol in no more than two (2) content courses in any semester/teaching period while working on their practicum during each teaching period. Under the planned schedule of delivery, the programme can be completed in a minimum of one academic year, (2 semesters and one summer).

To be awarded the Graduate Diploma in Education - Secondary, students must complete Graduate Introduction to Online Learning and the required 25 credits for the programme.



POSTGRADUATE DIPLOMA IN INSTRUCTIONAL DESIGN (REVISED)

ABOUT THE PROGRAMME

There is a growing demand by educators and trainers throughout the region for competencies and skills in Instructional Design. It is therefore imperative, given this current trend, that the Global Campus meets the demands of the marketplace by building expertise and capacity in the area of Instructional Design.

If you desire to excel in this lucrative and emerging field of study, then the Graduate Diploma in Instructional Design is the starting point for you. Once completed, this programme ladders into the Master of Science in Instructional Design and Technology Programme, where you may specialise in any one of the following: Instructional Technology, Instructional Systems or Open and Distance Learning.

This revised programme will enable you to improve your professional practice and exhibit leadership in your institution, organisation and professional community by promoting and demonstrating effective use of digital tools and resources as well as expertise in human performance technology and the design of instruction in distance as well as conventional instructional and training environments.

WHO IS THE PROGRAMME FOR

The Postgraduate Diploma in Instructional Design is for professionals working or seeking work in the fields of education, training, multimedia development or human performance technology. These individuals should have a genuine interest in seeking competencies and skills in designing, implementing and evaluating instruction for classroom settings and/or training environments in public or private enterprises or in business or industry.

PROGRAMME STRUCTURE

The Postgraduate Diploma in Instructional Design is a 12 month, 20-credit programme comprising six (6) courses:

COURSE LISTING		
POSTGRADUATE DIPLOMA IN INSTRUCTIONAL DESIGN		
COURSE CODE	COURSE TITLE	CREDITS
OOL6001	Graduate Introduction to Online Learning	0
EDID6501	Learning Theory and Instructional Theory	4
EDID6503	Instructional Design, Models and Strategies (Revised)	4
EDID6504	Programme Evaluation (Revised)	3
EDID6505	Systems Approach to Designing Instructional Materials	3
EDID6506	Emerging Trends in Instructional Design and Distance Education Research and Technologies (Revised)	3
EDID6527	Analysis Human Performance (Revised)	3

ENTRY REQUIREMENTS

To qualify for entry to this programme, prospective students must possess an undergraduate degree (at least a Lower Second Class Honours or its equivalent from an approved university).

DELIVERY MODE

All courses will be delivered fully online.

PROGRESSION/RESIT RULES

Non-GPA students who fail more than one course in any semester will usually be required to withdraw. Students will not normally be allowed to repeat a course on more than one occasion.

GPA Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

Re-sits will be arranged at the next regular sitting in which the course is formally examined.

AWARD OF DIPLOMA

To be awarded the Postgraduate Diploma in Instructional Design, students must complete Graduate Introduction to Online Learning and the required 20 credits for the programme.



POSTGRADUATE DIPLOMA IN JUNIOR COMMAND AND STAFF LEADERSHIP

ABOUT THE PROGRAMME

The Postgraduate Diploma in Junior Command and Staff Leadership is a special-purpose programme developed for the Jamaica Defence Force (JDF). The programme content was developed by the JDF, and Curriculum Development Specialists at The UWI Global Campus worked with the JDF on the instructional design. The Postgraduate Diploma in Junior Command and Staff Leadership is designed to facilitate the professional development of military personnel to understand, analyse and apply military orders and do so with the accompanying leadership skills required to make command effective. Phase 1 of the diploma treats with the tactical (Battalion/Battle Group) level, and the emphasis is on the individual student's knowledge/cognitive skill attainment and Phase 2 treats with the operational (Brigade/Formation/Task Force) level, and emphasis is on application within the context of teamwork.

Specifically, the objectives of the diploma programme are to:

- Produce a cadre of persons who can a) discuss headquarters and unit routine in terms of task performance requirements, personnel expectations and resource management, and b) function at the highest standard in expediting tasks in Military Headquarters and Units.
- Expose students to communication, research, law and leadership within a military context to effectively command and take required action.
- Enable students to employ communication, research, law and leadership skills.
- Build awareness of best practices of military command and leadership and their implementation.
- Enable students to carry out best practices of military command and leadership even at the junior level of the military.

- Produce graduates who have the competence to communicate, document and plan military operations at the Brigade and Unit levels establishing stability within the communities.
- Create graduates who have the competence to lead military operations at the Brigade and Unit levels to assist with establishing stability within communities where needed.

WHO IS THIS PROGRAMME FOR?

The Postgraduate Diploma in Junior Command and Staff Leadership seeks to attract servicemen and women at middle management in a military force interested in advancing their expertise and increasing their chances of moving up the ranks.

PROGRAMME STRUCTURE

The PGDip in Junior Command and Staff Leadership consists of nine (9) courses (25 credits) divided into two phases. Candidates can exit the programme after Phase 1 and be awarded the Certificate Junior Command and Staff Leadership. The courses in the programme are listed below:

COURSE LISTING		
POSTGRADUATE DIPLOMA IN JUNIOR COMMAND AND STAFF LEADERSHIP		
COURSE CODE	COURSE TITLE	CREDITS
PHASE 1 - ONLINE DELIVERY		
OOL6001	Graduate Introduction to Online Learning	0
MLTY5101	Leadership Studies for Military Personnel	3
MLTY5102	Military Contemporary Operating Environments I	1
MLTY5103	Military Doctrinal Concepts	3
MLTY5104	Military Staff Duties	2
MLTY5105	Military Law and Law of Armed Conflict	3
COURSE CODE	COURSE TITLE	CREDITS
PHASE 2 - FACE-TO-FACE DELIVERY		
ALL COURSES IN PHASE 1 ARE PREREQUISITES TO ANY COURSE IN PHASE 2		
MLTY5000	Military Contemporary Operating Environments II	3
MLTY5001	Developing Tactical and Operational Plans	3
MLTY5002	Battle Group Full Spectrum Operations	3
MLTY5003	Brigade and Task Force Full Spectrum Operations	4

DELIVERY MODE

Phase 1 of the diploma programme will be delivered entirely online by the Global Campus using the “Learning Exchange”, the Global Campus’ learning management system (Moodle).

Phase 2 of the diploma will be delivered wholly face-to-face as a residential programme at the Caribbean Institute of Professional Military Education (CIPME) in St. Ann, Jamaica.

PROGRESSION/RESIT RULES

Non-GPA students will not normally be allowed to repeat a course on more than one occasion.

GPA Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

DURATION AND AWARD OF PROGRAMME

The Postgraduate Diploma in Junior Command and Staff Leadership will be offered full-time over two semesters (Phases 1 and 2). **Students are required to complete Phase I before attempting Phase 2.**

To be awarded the Postgraduate Diploma in Junior Command and Staff Leadership, students must complete Graduate Introduction to Online Learning and the required 25 credits for the programme.



POSTGRADUATE DIPLOMA IN LITERACY INSTRUCTION

ABOUT THE PROGRAMME

The Diploma in Literacy Instruction enables you to:

- Address problems of literacy instruction in the Caribbean using linguistic, biological, psychological, sociological and technological principles.
- Assess students' instructional materials and learning contexts using a wide repertoire of assessment instruments.
- Implement research-based best practices in literacy instruction.
- Design effective, standards-based literacy programmes that cater for diverse learners.
- Design effective literacy instructional materials for both print-based and electronic media.

WHO IS THE PROGRAMME FOR?

The Diploma in Literacy Instruction is for trained teachers who wish to deepen their understanding of literacy instruction.

It links theory with practice by enabling participants to implement programme content directly in their classroom environments.

PROGRAMME STRUCTURE

The Diploma in Literacy Instruction is a 20-credit programme comprising five 4-credit courses and a compulsory graduate introductory course. It is designed for 12 months of study.

COURSE LISTING POSTGRADUATE DIPLOMA IN LITERACY INSTRUCTION		
COURSE CODE	COURSE TITLE	CREDITS
OOL6001	Graduate Introduction to Online Learning	0
EDLS6501	Foundations of Literacy Instruction	4
EDLS6502	Best Practices in Literacy Instruction	4
EDLS6503	Literacy Curriculum	4
EDLS6504	Literacy Assessment	4
EDLS6505	Literacy Material Design	4

ENTRY REQUIREMENTS

A Teacher's Diploma from a recognised Teachers' College and an undergraduate degree (at least Lower Second Class Honours or its equivalent from an approved university).

DELIVERY MODE

All courses will be delivered fully online.

PROGRESSION/RESIT RULES

Non-GPA students who fail more than one course in any semester will usually be required to withdraw. Students will not normally be allowed to repeat a course on more than one occasion.

GPA Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

Re-sits will be arranged at the next regular sitting in which the course is formally examined.

AWARD OF DIPLOMA

To be awarded the Graduate Diploma in Literacy Instruction, students must complete Graduate Introduction to Online Learning and the required 20 credits for the programme.



POSTGRADUATE DIPLOMA IN MANAGEMENT AND EDUCATIONAL LEADERSHIP

ABOUT THE PROGRAMME

The Postgraduate Diploma in Management and Educational Leadership is geared towards assisting educational leaders in developing a sound understanding of educational organisations and preparing them to acquire foundational competencies in various areas in management to improve their managerial decision-making abilities.

On completion of this programme, students are expected to:

- Demonstrate critical thinking and analytical skills in the context of educational organisations.
- Make sound leadership and management decisions based on the economic, financial, organisational, social and cultural context individually and in teams.
- Provide solutions for real-world problems and challenges facing contemporary leaders in the education sector, individually and in teams, using appropriate current technologies and resources.
- Interpret management theory through the perspective of prior experience and improve educational practice by systematically applying knowledge and understanding of leadership and management to complex issues (including those that are unique to small island developing states).
- Apply ethical and organisational values and practise corporate social responsibility.
- Design and conduct research into leadership and managerial problems, report findings and propose solutions using appropriate current technologies.
- Demonstrate deep knowledge and understanding of the education sector within a wider organisational and global context.
- Demonstrate an understanding of current issues and trends in the education sector.
- Apply specialist skills to educational organisations in a variety of contexts.
- Offer both technical and practical advice to stakeholders in the education sector.
- Communicate effectively and perceptively both orally and in writing.

WHO IS THIS PROGRAMME FOR?

The programme seeks to target persons who are engaged in administrative, supervisory and leadership functions. These would include:

- Senior teachers
- Principals
- Ministry Officials
- Suitably qualified persons wishing to develop graduate competences in educational leadership and management.

PROGRAMME STRUCTURE

The Postgraduate Diploma in Management and Educational Leadership is a twenty-one (21) credit programme comprised of:

- One course in analytical and communication skills.
- Two courses in general management.
- Four courses in educational management and leadership.

COURSE LISTING POSTGRADUATE DIPLOMA IN MANAGEMENT AND EDUCATIONAL LEADERSHIP			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
CORE COURSES			
OOL6001	Graduate Introduction to Online Learning		0
EDLM6000	Organization Management and Development in Schools		3
EDLM6001	Strategic School Management		3
EDLM6004	Leadership for Effective Supervision and Curriculum Implementation		3
MGMT6019	Critical Analytical and Communication Skills for Managers		3
MGMT6202	Management Essentials I		3
MGMT6206	Management Essentials II	To be done after MGMT6202	3
ELECTIVES (STUDENTS MUST TAKE ONE OF THE FOLLOWING)			
EDLM6002	Essential ICT Skills for Educational Leaders		3
EDLM6003	Decision Making in School Management		3

ENTRY REQUIREMENTS

An undergraduate degree (at least a Lower Second Class Honours or its equivalent) from an approved tertiary institution.

DELIVERY MODE

The programme is delivered fully online.

PROGRESSION/RE-SIT RULES

Non-GPA students who fail more than one course in any semester will usually be required to withdraw. Students will not normally be allowed to repeat a course on more than one occasion.

GPA Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

Re-sits will be arranged at the next regular sitting in which the course is formally examined.

DURATION AND AWARD OF PROGRAMME

The programme will be offered over a minimum of twelve (12) months.

To be awarded the Postgraduate Diploma in Management and Educational Leadership, students must complete Graduate Introduction to Online Learning and the required 21 credits for the programme.



POSTGRADUATE DIPLOMA IN MANAGEMENT STUDIES

ABOUT THE PROGRAMME

The Graduate Diploma in Management Studies is geared towards assisting management professionals to develop a sound understanding of business and organisational contexts and prepare them to acquire foundational competencies in a variety of areas of management in order to improve their managerial decision-making abilities.

On completion of the Graduate Diploma in Management Studies, students are expected to:

- Demonstrate critical thinking and analytical skills in the context of business environments or government organisations.
- Make sound management decisions based on the economic, financial, organisational, social and cultural context individually and in teams.
- Demonstrate effective leadership skills.
- Communicate effectively and perceptively both orally and in writing.

WHO IS THIS PROGRAMME FOR?

The programme seeks to target persons who are engaged in administrative, supervisory and management functions.

PROGRAMME STRUCTURE

The Graduate Diploma in Management Studies is a twenty (20) credit programme comprised of the following courses:

COURSE LISTINGS POSTGRADUATE DIPLOMA IN MANAGEMENT STUDIES			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
OOL6001	Graduate Introduction to Online Learning		0
MGMT6000	Management Information Systems		4
MGMT6019	Critical Analytical and Communication Skills for Managers		3
MGMT6202	Management Essentials I		3
MGMT6205	Sustainable Financial Management		4
MGMT6206	Management Essentials II	To be taken after MGMT6202	3
One Elective course from HRM, Marketing or Public Sector Management specialisations			3

ENTRY REQUIREMENTS

An undergraduate degree (at least a Lower Second Class Honours or its equivalent) from an approved tertiary institution.

PROGRESSION/RESIT RULES

Non-GPA students who fail more than one course in any semester will usually be required to withdraw. Students will not normally be allowed to repeat a course on more than one occasion.

GPA Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

Re-sits will be arranged at the next regular sitting in which the course is formally examined.

DURATION AND AWARD

The Postgraduate Diploma in Management Studies is offered over a minimum of twelve (12) months full-time **and** a minimum of fifteen (15) months part-time (1 Year and 1 Semester). Students who meet the criterion for full-time registration are permitted to take a maximum of three (3) courses per Semester and two (2) courses in the Summer. Students registered as part-time are permitted to take two (2) courses per Semester and one (1) in the Summer.

To be awarded the Postgraduate Diploma in Management Studies, students must complete Graduate Introduction to Online Learning and the required 20 credits for the programme.



POSTGRADUATE DIPLOMA IN QUALITY ASSURANCE IN HIGHER EDUCATION

ABOUT THE PROGRAMME

The Postgraduate Diploma in Quality Assurance (QA) in Higher Education is a pioneering graduate programme designed to equip a broad range of higher education professionals working in, or aspiring to work within the quality assurance and academic governance frameworks within tertiary institutions. The Global Campus offers this programme in response to regional and global demands for improved educational standards. The programme is delivered fully online, providing flexible access to a diverse cohort of higher educational professionals across the Caribbean and beyond.

WHO IS THIS PROGRAMME FOR?

This PGDip equips participants with both foundational and specialized knowledge in accreditation systems, curriculum evaluation, learning quality, data-driven decision-making, and leadership strategies for fostering a culture of quality in both online and face-to-face environments. This programme targets a specific niche market, particularly suited to:

- Early-to-mid career professionals seeking formal credentials in higher education quality assurance.
- Academic administrators, faculty, and institutional staff involved in QA processes.
- Registrars and related staff responsible for student services, and quality-related compliance.
- Individuals wishing to enter the field of tertiary education management from related sectors.
- Education Officers employed in Ministries of Education and Higher Education Accreditation bodies
- Accreditation staff, institutional research officers, academic compliance officers etc.

PROGRAMME STRUCTURE

The programme comprises a total of 24 credits, organized into 8 core courses. The programme schedule will run for 16 months (4 teaching periods, including summer). All courses consist of content and activity units, arranged in modules, which include content representing the academic equivalent of 12 lecture hours per credit per semester, as per the guidelines approved by the Board of Graduate Studies and Research.

COURSE LISTINGS POSTGRADUATE DIPLOMA IN QUALITY ASSURANCE IN HIGHER EDUCATION			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
OOL6001	Graduate Introduction to Online Learning		0
EDQA6501	Higher Education in a Global World I		3
EDQA6502	Higher Education in a Global World II		3
EDQA6503	Operating an External Quality Agency I		3
EDQA6504	Operating an External Quality Agency II		3
EDQA6505	External Quality Assurance I		3
EDQA6506	External Quality Assurance II		3
EDQA6507	Maintaining Quality within the Institution I		3
EDQA6508	Maintaining Quality within the Institution II		3

ENTRY REQUIREMENTS

The general matriculation requirements are:

- An undergraduate degree (at least Lower Second-Class Honours or its equivalent) from an approved institution with a GPA of no lower than 2.50.

Other Entry Requirements

- **Professional Experience:** Professional experience in the education sector or in quality management (e.g., involvement in accreditation exercises, institutional research, teaching, or administration) is an asset but not mandatory (see below). The programme is open to early-career entrants (who may need to do pre-qualifying modules if they do not have exposure to the field of education); however, those with relevant work experience may have an advantage in applying learned concepts. All applicants will be asked to detail any experience in education or quality-related roles.
- **Prerequisites or Specialization Requirements:** Students from varied academic backgrounds are welcomed. If an applicant's background is not directly related to education or quality (for instance, a bachelor's in an unrelated field with minimal exposure to education concepts), they may be admitted provisionally or with the requirement to take a bridging module/a postgraduate course or courses. One such bridging course is **EDFA5210**

Foundations in Education, which is currently offered in the GC Postgraduate Diploma in Education programme.

QUALIFYING COURSES

Where candidates are required to do a qualifying course or courses, they will accumulate more than the 24 credits, but only the approved core courses in the course listing will count towards the postgraduate diploma programme. It should be noted that any qualifying course or courses done will appear on the candidate's transcription following successful completion of the programme.

PROGRESSION/RESIT RULES

Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

Re-sits will be arranged at the next regular sitting in which the course is formally examined.

DURATION AND AWARD

The Postgraduate Diploma in Quality Assurance in Higher Education is offered on a part time basis, over 16 months (4 teaching periods). Part-time students are permitted to take two (2) courses per Semester.

To be awarded the Postgraduate Diploma in Quality Assurance in Higher Education, students must complete Graduate Introduction to Online Learning and the required 24 credits for the programme.



TAUGHT MASTER PROGRAMMES

MASTER OF EDUCATION (MED) - LITERACY INSTRUCTION

ABOUT THE PROGRAMME

The MEd in Literacy Instruction enables you to:

- Address problems of literacy instruction in the Caribbean using linguistic, biological, psychological, sociological and technological principles.
- Assess students' instructional materials and learning contexts using a wide repertoire of assessment instruments.
- Implement research-based best practices in literacy instruction.
- Design effective, standards-based literacy programmes that cater for diverse learners.
- Design effective literacy instructional materials for both print-based and electronic media.
- Provide effective school leadership in literacy instruction.
- Carry out valid school-based research in literacy instruction.

WHO IS THIS PROGRAMME FOR?

The MEd in Literacy Instruction is for trained teachers who wish to prepare themselves for leadership roles in literacy instruction.

It links theory with practice by enabling participants to implement programme content directly in their classrooms and by enabling participants to carry out effective school-based research in literacy instruction.

PROGRAMME STRUCTURE

The MEd in Literacy Instruction is a 36-credit programme comprising seven 4-credit courses, a research paper worth eight credits and a compulsory graduate introduction to online learning course.

COURSE LISTING MED LITERACY INSTRUCTION			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
OOL6001	Graduate Introduction to Online Learning		0
EDLS6501	Foundation of Literacy Instructions		4
EDLS6502	Best Practices in Literacy Instruction		4
EDLS6503	Literacy Curriculum		4
EDLS6504	Literacy Assessment		4
EDLS6505	Literacy Material Design		4
EDLS6506	Leadership in Literacy Instruction	EDLS6501	4
EDLS6507	Research Methods	EDLS6501	4
EDLS6520	Research Paper 1 and 2	EDLS6507	8

ENTRY REQUIREMENTS

Successful applicants:

- **MUST** have at least a Lower Second Class honours undergraduate degree or its equivalent from an approved university.
- **MUST** hold a Teacher's Diploma from a recognised Teachers' College.

DELIVERY MODE

All courses will be delivered fully online.

PROGRESSION/RE-SIT RULES

Non-GPA students who fail more than one course in any semester will usually be required to withdraw. Students will not be allowed to repeat a course on more than one occasion.

GPA Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

Re-sits will be arranged at the next regular sitting in which the course is formally examined.

DURATION AND AWARD OF DEGREE

To be awarded the MEd Literacy Instruction, students must complete Graduate Introduction to Online Learning and the required 36 credits for the programme.



MASTER OF SCIENCE (MSC) - INSTRUCTIONAL DESIGN AND TECHNOLOGY (IDT) {REVISED}

ABOUT THE PROGRAMME

In our increasingly technology-driven educational landscape, it is imperative that 21st century teachers upgrade their skills and become proficient in the use of technology in the classroom in order to effectively facilitate the teaching/learning process. Educators and other professionals must therefore re-tool urgently to be able to design, deliver and manage learning environments both face-to-face and online.

The Master of Science in Instructional Design and Technology (MSc IDT) is geared towards preparing educators, trainers, curriculum development professionals, instructional designers, multimedia specialists, human resource development professionals, among others, to:

- Systematically design, develop and evaluate educational, instructional and professional development courses.
- Employ effective practices of learning theory, instructional strategies and assessment and evaluation methods.

- Effectively employ current and emerging instructional technologies to enhance the learning experience of students.
- Utilise collaborative and interactive learning tools.
- Design, facilitate and manage learning environments.
- Conduct needs assessment for designing instruction.
- Create appropriate tools/resources that are applicable to specific learning environments.

WHO IS THIS PROGRAMME FOR

The programme targets persons who are engaged in the design, development, delivery, evaluation and management of educational and instructional programmes delivered or supported by a variety of instructional technologies.

This would include Internet-based instructional video and teleconferencing tools, as well as other emerging technologies that have the potential to support instruction and learning.

Targeted persons include:

- Faculty at different tertiary level institutions who are embracing instructional technology.
- Teachers who use the Internet to support classroom instruction.
- Curriculum development specialists who design courses and programmes.
- Multimedia specialists.
- Instructional designers and performance support personnel who guide the creation of education and training solutions.
- Facilitators and trainers who provide training and development.
- Government bureaucrats involved in large scale management of education systems.
- Military personnel who use computer-based training systems.
- Consultants and advisors on technology solutions for HRD delivery systems.
- Information technology personnel and managers who support distance education systems.
- Researchers exploring online learning.

PROGRAMME STRUCTURE

The MSc IDT is a 39-credit programme comprising 27 credits of core courses, 3 credits for an elective course, 3 credits for a design-based research course and a 6-credit design project.

COURSE LISTING			
MSC INSTRUCTIONAL DESIGN AND TECHNOLOGY			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
CORE COURSES (27 CREDITS)			
OOL6001	Graduate Introduction to Online Learning		0
GRST6800	Graduate Academic Writing		0
EDID6501	Learning Theory and Instructional Theory		4
EDID6503	Instructional Design, Models and Strategies (Revised)		4
EDID6504	Programme Evaluation (Revised)		3
EDID6505	Systems Approach to Designing Instructional Materials		3
EDID6506	Emerging Trends in Instructional Design and Distance Education Research and Technologies (Revised)		3
EDID6509	Designing Learning and Performance Solutions		3
EDID6527	Analysis of Human Performance (Revised)		3
EDID6508	Developing Instructional Media (Revised)		4
DESIGN BASED RESEARCH COURSE AND DESIGN PROJECT (9 CREDITS)			
EDID6530	Design Based Research (New)		3
EDID6512	Design Project (Revised) {Part 1 and 2 taken over two semesters}	EDLS6507	6
ELECTIVES (CHOOSE ONE) (3 CREDITS)			
EDID6524	Project Management for Instructional Designers (NEW)		3
EDID6400	Universal Design for Learning		3

ENTRY REQUIREMENTS

An undergraduate degree (at least a Lower Second Class Honours or its equivalent) from an approved tertiary institution.

Holders of the Postgraduate Diploma in Instructional Design may transition into the Master of Science programme as per the Board for Graduate Studies and Research Regulations.

DELIVERY MODE

All courses will be delivered fully online.

PROGRESSION/RE-SIT RULES

Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

Re-sits will be arranged at the next regular sitting in which the course is formally examined.

DURATION AND AWARD OF DEGREE

The programme will be delivered part-time over twenty-four (24) months – six teaching periods, including two summers. Students may exit upon successful completion of the first seven courses and be awarded the Postgraduate Diploma in Instructional Design. To be awarded the MSc Instructional Design and Technology, students must successfully complete Graduate Introduction to Online Learning, Graduate Academic Writing, and the required 39 credits for the programme.

MASTER OF SCIENCE (MSc) - INSTRUCTIONAL DESIGN AND TECHNOLOGY WITH A CONCENTRATION IN HUMAN PERFORMANCE IMPROVEMENT (HPI) {NEW}

ABOUT THE PROGRAMME

The overall aim of the MSc with a concentration in Human Performance Improvement is to create well-rounded graduates who are equipped with the knowledge, skills and practical experience needed to excel in the field of HPI. The programme is geared towards professionals in both the public and private sectors of training, learning and development, performance improvement, among others. The goal of the concentration is to provide a fundamental understanding of human performance improvement, enabling them to analyse performance gaps and their root causes and to select, design, implement and evaluate appropriate instructional and non-instructional performance interventions. Graduates of these programmes will be able to:

- Examine the principles and models of performance improvement;
- Analyze root causes of gaps in organisational performance;
- Design effective performance improvement interventions, including training programmes, process improvements, and organisational changes;
- Oversee solutions from inception to completion;
- Conduct evaluations of intervention implementation and outcomes;
- Apply evaluation data to refine interventions and ensure continuous improvement.

WHO IS THIS PROGRAMME FOR

The MSc in Instructional Design and Technology with a concentration in Human Performance Improvement targets persons who are engaged in the design, development, delivery, evaluation and management of learning, training and performance initiatives across public and private-sector organisations. These would include:

- Instructional designers
- Learning and development managers
- Curriculum development specialists
- Organisational development and change practitioners
- Performance improvement specialists
- Training and workforce development professionals
- Technology integration specialists
- Teachers and faculty members
- Multimedia specialists
- Facilitators and trainers
- Government administrators focused on training and education
- Military personnel involved in training and performance
- HR professionals
- Information technology personnel and managers
- Distance learning coordinators
- Researchers in online learning

PROGRAMME STRUCTURE

The MSc IDT with a concentration in HPI are thirty-nine (39)-credit programmes comprising thirty (30) credits of core courses, an elective course (3 credits) and a design project (6 credits).

COURSE LISTING			
MSC INSTRUCTIONAL DESIGN AND TECHNOLOGY WITH A CONCENTRATION IN HUMAN PERFORMANCE IMPROVEMENT			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
CORE COURSES (17 CREDITS)			
OOL6001	Graduate Introduction to Online Learning		0
GRST6800	Graduate Academic Writing		0
EDID6501	Learning Theory and Instructional Theory		4
EDID6503	Instructional Design, Models, Strategies and Methods (Revised)		4
EDID6504	Programme Evaluation (Revised)		
EDID6505	Systems Approach to Designing Instructional Materials		3
EDID6506	Emerging Trends in Instructional Design and Distance Education Research and Technologies (Revised)		3
HUMAN PERFORMANCE IMPROVEMENT CONCENTRATION CORE COURSES (10 CREDITS)			
EDID6527	Analysis of Human Performance (Revised)		3
EDID6521	Intervention Selection, Design, and Development (NEW)		4
EDID6528	Evaluating Human Performance Improvement Solutions (NEW)		3
DESIGN BASED RESEARCH CORE COURSE AND DESIGN PROJECT (9 CREDITS)			
EDID6530	Design Based Research (NEW)		3
EDID6512	Design Project (Revised) {Part 1 and 2 taken over two semesters}	Completion of all core courses	6
ELECTIVES (3 CREDITS) (CHOOSE ONE)			
EDID6509	Designing Learning and Performance Solution		3
EDID6524	Project Management for Instructional Designers (NEW)		3
HRNM6112	Recruitment and Selection		3
MGMT6202	Management Essentials I		3

ENTRY REQUIREMENTS

An undergraduate degree (at least a Lower Second Class Honours or its equivalent) from an approved tertiary institution.

Holders of the Postgraduate Diploma in Instructional Design may transition into the Master of Science programme as per the Board for Graduate Studies and Research Regulations.

DELIVERY MODE

All courses will be delivered fully online.

PROGRESSION/RE-SIT RULES

Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

Re-sits will be arranged at the next regular sitting in which the course is formally examined.

DURATION AND AWARD OF DEGREE

The programme will be delivered part-time over twenty-four (24) months – six teaching periods, including two summers. Students may exit upon successful completion of the first seven courses and be awarded the Postgraduate Diploma in Instructional Design. To be awarded the MSc Instructional Design and Technology, students must successfully complete Graduate Introduction to Online Learning, Graduate Academic Writing, and the required 39 credits for the programme.



MASTER OF SCIENCE (MSc) - MANAGEMENT AND EDUCATIONAL LEADERSHIP

ABOUT THE PROGRAMME

The MSc in Management and Educational Leadership is geared towards assisting educational leaders in developing a sound understanding of educational organisations and preparing them to acquire foundational competencies in various areas in management to improve their managerial decision-making abilities. On completion of this programme, students are expected to:

- Demonstrate critical thinking and analytical skills in the context of educational organisations.
- Make sound leadership and management decisions based on the economic, financial, organisational, social and cultural context individually and in teams.
- Provide solutions for real-world problems and challenges facing contemporary leaders in the education sector, individually and in teams, using appropriate current technologies and resources.
- Interpret management theory through the perspective of prior experience and improve educational practice by systematically applying knowledge and understanding of leadership and management to complex issues (including those that are unique to small island developing states).
- Apply ethical and organisational values and practice corporate social responsibility.
- Design and conduct research into leadership and managerial problems, report findings and propose solutions using appropriate current technologies.
- Demonstrate deep knowledge and understanding of the education sector within a wider organisational and global context.
- Demonstrate an understanding of current issues and trends in the education sector.
- Apply specialist skills to educational organisations in a variety of contexts.
- Offer both technical and practical advice to stakeholders in the education sector.
- Communicate effectively and perceptively, both orally and in writing.

WHO IS THIS PROGRAMME FOR?

The programme seeks to target persons who are engaged in administrative, supervisory and leadership functions. These would include:

- Senior Teachers
- Principals
- Ministry Officials
- Suitably qualified persons wishing to develop graduate competences in educational leadership and management.

PROGRAMME STRUCTURE

The MSc in Management and Educational Leadership is a forty-one (41) credit programme comprised of ten (10) core courses, two (2) electives and a research paper or practicum (there is a zero-credit research paper/practical proposal associated with the research paper/practical course).

COURSE LISTING			
MSC MANAGEMENT AND EDUCATIONAL LEADERSHIP			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
CORE COURSES			
OOL6001	Graduate Introduction to Online Learning		0
EDLM6000	Organization Management and Development in Schools		3
EDLM6001	Strategic School Management	EDLM6004	3
EDLM6004	Leadership for Effective Supervision and Curriculum Implementation		3
EDLM6005	Managing Educational Policy as School Leaders		3
GRST6900	Research Processes		3
MGMT6019	Critical Analytical and Communication Skills for Managers		3
MGMT6202	Management Essentials I		3
MGMT6205	Sustainable Financial Management		4
MGMT6206	Management Essentials II	To be taken after MGMT6202	3
MGMT6890	Research Proposal	GRST6900	0
MGMT6900	Research Paper	MGMT6890	6
ELECTIVES (STUDENTS MUST TAKE ONE OF THE FOLLOWING)			
EDLM6002	Essential ICT Skills for Educational Leaders		3
EDLM6003	Decision Making in School Management		3
ELECTIVES (STUDENTS MUST TAKE ONE OF THE FOLLOWING)			
MGMT6000	Management Information Systems		4
EDLS6506	Leadership in Literacy Instructions		4

ENTRY REQUIREMENTS

An undergraduate degree (at least a Lower Second Class Honours or its equivalent) from an approved tertiary institution.

Students may transition from the Graduate Diploma in Management and Educational Leadership to the MSc as per the Board for Graduate Studies Regulations.

DELIVERY MODE

All courses in this programme are delivered fully online.

PROGRESSION/RE-SIT RULES

Non-GPA students who fail more than one course in any semester will usually be required to withdraw. Students will not be allowed to repeat a course on more than one occasion.

GPA Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

Re-sits will be arranged at the next regular sitting in which the course is formally examined.

DURATION AND AWARD OF PROGRAMME

The MSc Management and Educational Leadership Programme will be offered for a minimum of twenty-four (24) months full-time and a minimum of thirty-six (36) months part-time (2 Years and 2 Semesters). Students who meet the criterion for full-time registration are required to complete a maximum of three (3) courses per Semester and two (2) courses in the Summer. Students who are registered as part-time are required to take two (2) courses per Semester and one (1) course in the Summer.

Students will have the option of exiting upon successful completion of the seven Diploma courses and will be eligible for the award of the Graduate Diploma in Management and Educational Leadership.

To be awarded the MSc Management and Educational Leadership, students must successfully complete Graduate Introduction to Online Learning and the required 41 credits for the programme.



MASTER OF SCIENCE (MSC) - MANAGEMENT STUDIES WITH SPECIALISATIONS IN:

- **GENERAL MANAGEMENT**
- **HUMAN RESOURCE MANAGEMENT (HRM)**
- **MARKETING**
- **MANAGEMENT INFORMATION SYSTEMS (MIS)**
- **PUBLIC SECTOR MANAGEMENT (PSM)**

ABOUT THE PROGRAMME

The Master of Science in Management Studies offers specialisations in General Management, Management Information Systems, Marketing, Human Resource Management and Public Sector Management. These programmes are intended to meet the demand in the region for more qualified persons to provide effective leadership in the public, private and non-profit sectors. Working professionals will get an understanding of management theory and have the opportunity to gain practical experience while developing their critical and analytical thinking skills. Participants can choose a specialisation that suits their career goals. These programmes will equip graduates to:

- Make strategic management decisions.
- Formulate innovative strategies for solving real-world problems and challenges.
- Motivate employees.
- Satisfy customers.
- Maximise the benefits accruing to their organisations.

WHO IS THE PROGRAMME FOR

These specialisations are designed for people who are seeking to shift into specialised areas of management; persons in various functional and professional areas who aspire to move into senior management positions; or anyone who wishes to upgrade their knowledge and skills in the field of management. These would include:

- Sales personnel desirous of moving into marketing functions.
- Professionals (e.g. engineers) who are seeking to move up to management positions.
- Senior administrators, supervisors and middle managers.

PROGRAMME STRUCTURE

The MSc in Management is a forty-one (41) credit programme that allows students to specialize in one of the following areas: General Management; Management Information Systems; Marketing; Human Resources Management; Public Sector Management. Each MSc is a 41-credit programme designed as:

- five (5) common core courses (17 credits)
- five (5) specialisation courses in each area (15 credits)
- a research process course (3 credits) and

- a research paper or practicum (6 credits) - there is a zero-credit research paper/practical proposal associated with the research paper/practical course.

Students are required to complete the research/practicum proposal before they are permitted to undertake the research paper/practicum. The topic approved in the research/practicum proposal must be undertaken for the research project/practicum. Any changes to the topic may require students to repeat the proposal course.

In addition, all students must complete the mandatory Graduate Introduction to Online Learning course.

COURSE LISTING MSC MANAGEMENT WITH SPECIALISATIONS			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
COMMON CORE COURSES AND RESEARCH PROCESSES COURSE FOR ALL MANAGEMENT SPECIALISATIONS			
OOL6001	Graduate Introduction to Online Learning		0
MGMT6000	Management Information Systems		4
MGMT6202	Management Essentials I		3
MGMT6205	Sustainable Financial Management		4
MGMT6206	Management Essentials II	To be taken after MGMT6202	3
MGMT6019	Critical Analytical and Communication Skills for Managers		3
GRST6900	Research Processes		3
RESEARCH PAPER OR PRACTICUM – COMMON TO ALL MANAGEMENT SPECIALISATIONS CHOOSE ONE OPTION			
MGMT6890	Research Paper Proposal	GRST6900	0
MGMT6900	Research Paper	MGMT6890	6
OR			
MGMT6980	Practicum Proposal	GRST6900	0
MGMT6990	Practicum	MGMT6980	6

GENERAL MANAGEMENT SPECIALISATION

This specialisation provides future and current supervisors and managers with strong grounding in vital functional areas of management and prepares them to successfully manage organisations and people and become innovative leaders as CEOs and General Managers. The General Management Specialisation courses are listed below and must be taken in addition to the core Management courses and Research Processes course.

COURSE LISTING			
MSC MANAGEMENT (GENERAL MANAGEMENT)			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
GENERAL MANAGEMENT SPECIALISATION COURSES			
MGMT6120	Responsible Leadership		3
MGMT6121	Policy Formulation and Implementation		3
MKTG6000	Marketing Management		3
SBHR6010	Human Resource Management		3
One Elective from the HRM, Marketing or Public Sector Management Specialisations			3

HUMAN RESOURCE MANAGEMENT (HRM) SPECIALISATION

HRM prepares trainers, human resource professionals, and industrial relations practitioners to understand all of the functional areas of human resource management and conduct appropriate data-driven research to assure legal compliance and effective talent management. The programme will emphasise the significance of ethics, legal issues, and a global perspective to human resource management in the workplace and the importance of linking HRM strategies to corporate initiatives. Graduates will further appreciate that the strategic management and development of human resources and talent are critical to organisations achieving sustainable competitiveness. The Human Resource Management Specialisation courses are listed below and must be taken in addition to the core Management courses and Research Processes course.

COURSE LISTING			
MSC MANAGEMENT (HUMAN RESOURCE MANAGEMENT)			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
HUMAN RESOURCE MANAGEMENT SPECIALISATION COURSES			
HRNM6112	Recruitment and Selection		3
MGMT6123	Compensation and Benefits		3
MGMT6124	Legal and Ethical Issues in HRM		3
SBHR6010	Human Resource Management		3
SBHR6020	Industrial Relations and Negotiating Strategies		3

MANAGEMENT INFORMATION SYSTEMS SPECIALISATION

In a world where organisations constantly rely on information to drive management decision-making, it is important to have an efficient management information system in place to guide this process.

The specialisation in MIS seeks to attract persons who hold a first degree in Information Technology, Business Management or any related discipline and are interested in advancing their knowledge and skills in MIS. In addition, the specialisation is suitable for those individuals who currently work in Software Engineering, Business Analytics, System Administration, Information Technology Management or other related areas.

The goals of the Management Information Systems (MIS) specialisation are to:

- Provide current and future managers with a strong grounding in the management of information systems.

- Expose students to ways in which they can use information systems to create a competitive advantage.
- Enable students to serve the needs of various stakeholders at their organisations by effectively managing information accessible to them.
- Aid students in formulating strategies for solving real-world problems and challenges facing contemporary managers of information systems.

The Management Information Systems Specialisation courses are listed below and must be taken in addition to the core Management courses and Research Processes course.

COURSE LISTING MSC MANAGEMENT (MANAGEMENT INFORMATION SYSTEMS)			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
MANAGEMENT INFORMATION SYSTEMS SPECIALISATION COURSES			
COMP5110	Introduction to Software Engineering		3
COMP5740	Business Intelligence		3
COMP6100	Introduction to Programming, Databases and Networking		3
MISY6116	IT Governance and Policies		3
MISY6117	IT Project Management	COMP5110	3

MARKETING SPECIALISATION

This specialisation prepares marketers to develop a marketing plan using efficient research methodology to access markets and determine appropriate strategies in product, price, place and promotional programmes to reach those markets effectively. It encourages a broad understanding of the corporate function and mission, thus enabling the student/manager to develop marketing strategies that will relate to the goals of all functional areas in an organization. The programme will also assist students in appreciating the need to constantly assess the competitive environment and develop new goods and services to achieve a competitive advantage in new strategies and plans. The Marketing Specialisation courses are listed below and must be taken in addition to the core Management courses and Research Processes course.

COURSE LISTING MSC MANAGEMENT (MARKETING)			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
MARKETING SPECIALISATION COURSES			
MKTG6000	Marketing Management		3
MKTG6001	Strategic Integrated Marketing and E-Communications		3
MKTG6002	Sales Force Management		3
SBMA6010	Marketing Research	MKTG6000	3
SBMA6040	International Marketing and Export Strategy		3

PUBLIC SECTOR MANAGEMENT SPECIALISATION

Public Sector Management introduces participants to the theory and practice of public sector management and prepares them to become leaders and change agents in the public sector by providing them with the analytical skills to effectively design, implement and evaluate public policy and maintain ethical standards that will promote excellence in service quality, consistent with the demands of sustainable national development. The Public Sector Management Specialisation courses are listed below and must be taken in addition to the core Management courses and Research Processes course.

COURSE LISTING			
MSC MANAGEMENT (PUBLIC SECTOR MANAGEMENT)			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
PUBLIC SECTOR MANAGEMENT SPECIALISATION COURSES			
MGMT6121	Policy Formulation and Implementation		3
PSMA6110	Law and Public Affairs		3
PSMA6111	Ethics and the Public Sector Manager		3
PSMA6112	The Role of Government in National Development		3
PSMA6113	Managing Public-Private Sector Partnerships		3

DELIVERY MODE

The programme is delivered fully online.

ENTRY REQUIREMENTS

An undergraduate degree (at least a Lower Second Class Honours or its equivalent) from an approved tertiary institution.

Holders of the Graduate Diploma in Management Studies may transition into the programme as per the Board for Graduate Studies and Research Regulations.

PROGRESSION/RE-SIT RULES

Non-GPA students who fail more than one course in any semester will usually be required to withdraw. Candidates will not be allowed to repeat a course on more than one occasion.

GPA Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

Re-sits will be arranged at the next regular sitting in which the course is formally examined.

DURATION AND AWARD OF DEGREE

The programmes will be offered over a minimum of twenty-four (24) months. However, students will have the option of exiting with the Graduate Diploma in Management Studies upon successful completion of the courses required.

To be awarded the MSc Management (with the selected specialisation), students must successfully complete Graduate Introduction to Online Learning and the core management courses and the specific courses to satisfy the selected specialisation in order to obtain the required 41 credits for the programme.



MASTER OF SCIENCE (MSC) - MANAGEMENT STUDIES (PROJECT MANAGEMENT)

ABOUT THE PROGRAMME

“Organisations that execute projects successfully employ effective Project Management practices as a tool to drive change” (Price Waterhouse Coopers’ Third Global Survey of current trends in Project Management). Ninety-seven percent (97%) of those surveyed agreed that project management is “critical to business performance and organisational success”.

Our project management programme will enable you to take the lead in using effective project management approaches, tools and techniques to execute projects successfully. The programme will deliver current, comprehensive and competitive online project management education based on global standards for best practices.

The Master of Science in Management Studies (Project Management) is a fully online programme that delivers current and comprehensive project management education based on global standards for best practices.

WHO IS THIS PROGRAMME FOR?

The programme targets persons who are interested in working in the area of project management. This would include persons who are engaged in areas such as Engineering, Architecture, Management and graduates of the BSc Management Studies programme wishing to specialize in project management.

PROGRAMME STRUCTURE

The MSc Management (Project Management) is a 40-credit programme comprising of four (4) core courses in general management course, six (6) courses in project management, a research processes course and a research project/practicum (there is a zero-credit research paper/practical proposal associated with the research paper/practical course). The courses in the programme are listed in the following table.

Students are required to complete the research/practicum proposal before they are permitted to undertake the research paper/practicum. The topic approved in the research/practicum proposal must be undertaken for the research project/practicum. Any changes to the topic may require students to repeat the proposal course.

COURSE LISTING			
MSC MANAGEMENT STUDIES (PROJECT MANAGEMENT)			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
CORE MANAGEMENT AND RESEARCH PROCESSES COURSES			
OOL6001	Graduate Introduction to Online Learning		0
GRST6900	Research Processes		3
MGMT6019	Critical Analytical and Communication Skills for Managers		3
MGMT6202	Management Essentials I		3
MGMT6205	Sustainable Financial Management		4
MGMT6206	Management Essentials II	To be taken after MGMT6202	3
PRMG6030	Project Management Framework & Initiation Domain		3
PRMG6031	Project Planning Domain		3

COURSE LISTING MSC MANAGEMENT STUDIES (PROJECT MANAGEMENT)			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
CORE MANAGEMENT AND RESEARCH PROCESSES COURSES CONTINUED			
PRMG6032	Project Execution Domain		3
PRMG6033	Project Monitoring/Control and Closing Domains		3
PRMG6034	Project Governance, Values & Ethics		3
PRMG6035	Project Analysis and Decision-Making using Software-based Tools		3
RESEARCH PAPER OR PRACTICUM – CHOOSE ONE OPTION			
MGMT6890	Research Paper Proposal	GRST6900	0
MGMT6900	Research Paper	MGMT6890	6
OR			
MGMT6980	Practicum Proposal	GRST6900	0
MGMT6990	Practicum	MGMT6980	6

ENTRY REQUIREMENTS

An undergraduate degree (at least a Lower Second Class Honours or its equivalent) from an approved tertiary institution.

Holders of the Postgraduate Diploma in Management Studies may transition into the programme as per the Board for Graduate Studies and Research Regulations.

DELIVERY MODE

The programme is delivered fully online.

PROGRESSION/RE-SIT RULES

Non-GPA students who fail more than one course in any semester will usually be required to withdraw. Candidates will not be allowed to repeat a course on more than one occasion.

GPA Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

Re-sits will be arranged at the next regular sitting in which the course is formally examined.

DURATION AND AWARD OF DEGREE

The MSc Management Studies (Project Management) will be offered for a minimum of twenty-four (24) months full-time and a minimum of thirty-six (36) months part-time (2 Years and 2 Semesters). Students who meet the criterion for full-time registration are permitted to complete a maximum of 3 courses per Semester and two (2) courses in the Summer. Students registered as part-time are permitted to take two (2) courses per Semester and 1 in the Summer.

To be awarded the MSc Management Studies (Project Management), students must successfully complete Graduate Introduction to Online Learning and the required 40 credits for the programme.



PROFESSIONAL DOCTORATE PROGRAMMES

DOCTOR OF EDUCATION (EDD) - EDUCATIONAL LEADERSHIP WITH SPECIALISATIONS IN:

- EDUCATION SYSTEMS AND SCHOOLS
- HIGHER EDUCATION

*(no new students accepted in the programme for 2026-2027)

ABOUT THE PROGRAMME

The Doctor of Educational Leadership programme is designed to meet the needs of current and aspiring educational leaders. These persons need a broad scholarly understanding of contemporary issues in education, practical skills in managing educational institutions, and personal attributes necessary for ethical and transformative leadership. This wide array of competencies is better fostered by a taught professional doctorate than by a research doctorate, which typically requires a very narrow research focus and is designed primarily to prepare individuals for careers in teaching and research.

The programme has two specialisations:

- Higher Education, for those interested in tertiary education, and
- Education Systems & Schools for those interested in primary and secondary education.

The research component of the programme has been restructured to ensure improved continuity, coherence, and flexibility by consolidating research course rooms to facilitate guiding students through the research process and the ultimate submission of their thesis. The revised programme falls under the Grade Point Average (GPA) system, which is part of the continued efforts to align the standards of The UWI more closely with international norms and best practices.

WHO IS THIS PROGRAMME FOR?

The programme is designed for individuals engaged in administrative, supervisory, and leadership functions. These include:

- Lecturers and administrators in tertiary-level institutions
- Officials in Ministries of Education, such as Curriculum Officers and Permanent Secretaries
- Persons who are qualified at the graduate level and are desirous of employment in leadership positions in higher education

DELIVERY MODE

The programme is delivered fully online.

PROGRAMME STRUCTURE

The EdD, Educational Leadership, is a 66-credit programme that can be completed in a minimum of 4 years. In addition to the 66 programme required credits, students must complete a 2-credit Research Ethics course.

To complete the programme, students are required to complete:

- A not-for-credit (NFC) introduction to online learning course
- A mandatory NFC academic writing course and two NFC writing workshops
- Twelve (12) core courses (36 credits)
- Four (4) specialisation courses (12 credits)
- A comprehensive examination to be completed before registration is permitted for the thesis
- One (1) 2-credit **Research Ethics Course**
- An 18-credit thesis
- One research seminar prior to the submission of the thesis

COURSE LISTING EDD EDUCATIONAL LEADERSHIP			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
MANDATORY COURSES FOR BOTH SPECIALISATIONS			
OOL6001	Graduate Introduction to Online Learning		0
GRST6800	Graduate Academic Writing Course		0
GRST6810	Mandatory Graduate Writing Workshop I		0
GRST6820	Mandatory Graduate Writing Workshop II		0
CORE COURSES FOR BOTH SPECIALISATIONS			
EDEL8000	Leadership in a Diverse Educational Environment	GRST6800	3
EDEL8001	Technological Leadership	GRST6800	3
EDEL8002	Digital Literacy for Educators (can be substituted with TLET6130)	GRST6800	3
EDEL8003	Organizational Systems, Theory and Contexts in Caribbean Education	GRST6800	3
EDEL8004	Leading and Managing Change in Educational Organizations	EDRS8008 GRST6800	3
EDEL8005	Legal Issues in Education: A Caribbean Perspective	GRST6800	3
EDEL8006	Managing Educational Resources: Human Capital Management	GRST6800	3
EDEL8007	Contemporary Approaches to Educational Issues in the Caribbean	EDEL8000 EDEL8003 EDEL8005 GRST6800	3
EDEL8008	Education Policy and Programme Evaluation	EDRS8001 GRST6900 GRST6800	3

COURSE LISTING EDD EDUCATIONAL LEADERSHIP			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
CORE COURSES FOR BOTH SPECIALISATIONS CONTINUED			
EDRS8001	Qualitative Research Methods and Data Analysis for Education Practitioners (can be substituted with EDRS8920)	GRST6800 GRST6900	3
EDRS8008	Quantitative Research Methods and Data Analysis for Education Practitioners	GRST6800 GRST6900	3
GRST6900	Research Processes	GRST6800	3
EDUCATION SYSTEMS & SCHOOLS SPECIALISATION COURSES			
EDSE8000	Perspectives of Teaching and Learning in the Education System	GRST6800	3
EDSE8001	Governance and Accountability in the Education System: A Caribbean Perspective	EDSE8002 GRST6800	3
EDSE8002	Public and Private School Financing and Resource Allocation	GRST6800	3
EDSE8003	Trends, Issues and Challenges in General Education	GRST6800	3
HIGHER EDUCATION SPECIALISATION COURSES			
EDHE8000	Perspectives of Teaching and Learning in Higher Education	GRST6800	3
EDHE8001	Higher Education Administration	EDHE8002 GRST6800	3
EDHE8002	Managing Educational Resources: Financial Planning and Management in Higher Education	GRST6800	3
EDHE8003	Higher Education	GRST6800	3
MANDATORY COMPREHENSIVE EXAMINATION (BOTH SPECIALISATIONS)			
EDEL8009	Comprehensive Examination	Completion of all 12 core courses	0
THESIS (BOTH SPECIALISATIONS)			
EDRS8995	Doctoral Thesis (Students must complete one research seminar before submitting their thesis for examination)	Completion of all 12 core courses and at least three specialisation courses and EDEL8009	18

Students must follow the Programme Advising Documents for the schedule of courses.

ENTRY REQUIREMENTS

The general prerequisite for entry into the programme will be a Taught Masters degree in an appropriate field from The UWI, or another approved University, having achieved at least a B+ average or its equivalent. In addition, applicants will be required to submit a statement of purpose/intent and attend an interview with an applicant review panel to determine whether they should be admitted to the programme. The applicant review panel will consist of selected Programme Managers and other relevant personnel.

COST

There are costs associated with all courses and research activities in the programme, even where courses indicate that they carry no credit. Please refer to the Schedule of Fees for details.

SPECIFIC PROGRAMME REQUIREMENTS/REGULATIONS

Mandatory Courses

All graduate students must complete the **Graduate Introduction to Online Learning course (OOL6001)**. This should usually be completed before commencing the programme or by orientation week at the latest. Information about this course is provided in the acceptance package.

Students entering the programme from the academic year 2021-2022 are required to take an introductory research course – **GRST6900 Research Processes** and a **Graduate Academic Writing Course (GRST6800)** in the first year of the programme. Students must pass the Graduate Writing course to be eligible to take any other course in the programme. Students must also pass GRST6900 before taking other research courses in the programme. Students failing the Graduate Academic Writing course on the second attempt will be required to withdraw from the programme.

Graduate Writing Workshops (GRST6810 and GRST6820) – Students entering the programme from the academic year 2021-2022 are required to complete two (2) self-directed graduate writing workshops as refresher activities before the start of years three and four, respectively.

Successful completion of the **Comprehensive Examination (EDEL8009)** is a prerequisite for the Thesis. More detailed information on the Comprehensive Examination is provided in the next section. Candidates must also have received approval from the **Institutional Review Board (IRB)** before proceeding to undertake their research (thesis).

Exemptions

Students may be exempted from carrying out a maximum of two (2) courses that are similar to courses that they have passed in another programme, only in the case of courses in the area of specialisation. In addition, students who are awarded an exemption must complete another course in the area of specialisation.

Registration for Courses and Thesis

Upon acceptance into the programme, students are expected to register every Semester, including Summer sessions, to maintain an active student status. When doing so is challenging, a leave of absence should be requested.

After completing all taught courses and the Comprehensive Examination, students must register for their thesis (EDRS8995) each semester for up to four semesters, or until the thesis is submitted, whichever occurs first. The thesis fee covers supervision for a maximum of four semesters and the thesis examination. The full thesis fee must be paid prior to submission of the thesis. Students are required to pay the equivalent of three credits per semester for each of the first three semesters of

thesis registration, followed by the equivalent of nine credits in the fourth semester, payable before thesis submission.

Students who require additional time beyond the four semesters must apply to the CCGSR for an extension through the Office of Graduate Studies and Research. Registration is permitted up to the seven-year time limit for part-time students to submit their thesis; however, additional fees will be incurred for each extra semester of registration beyond the four-semester limit.

Following submission of the thesis, students must undergo an assessment process that includes both a written evaluation and an oral presentation/defence of the research. The degree is awarded only after all required revisions recommended by the Examiners and the Library have been satisfactorily completed and the final version of the thesis has been submitted. Students will receive an *In Progress (IP)* grade for each semester until the final thesis submission is approved. A thesis is assessed on a *Pass/Fail* basis.

Comprehensive Examination

As a part of the Assessment Procedures for the EdD Education Leadership Programme, candidates are required to take a Comprehensive Examination (CE) after the successful completion of all twelve (12) core courses and at least two (2) of the four (4) specialisation courses.

Successful completion of the Comprehensive Examination is a prerequisite for the Thesis. Candidates failing the Comprehensive Examination are not permitted to commence the Thesis or to join the Thesis Writing courseroom.

Details of the Comprehensive Examination

The Comprehensive Examination will comprise the following components:

1. Component A - a one-week take-home open-book examination – 60%
2. Component B - a three-hour closed-book proctored examination – 40%

Candidates must pass each component of the examination with a mark of at least 50% to pass the overall examination. The Comprehensive Examination is graded on a Pass/Fail basis.

Resit Rules for the Comprehensive Exam

Candidates are permitted a second attempt at any component failed. Any student who fails a component on the second attempt will be required to withdraw from the programme, and re-admission will not be permitted.

Candidates failing both components will be required to retake the entire Comprehensive Examination and must pass on the second attempt, or will be required to withdraw from the programme.

To retake a component or the entire Comprehensive Examination, at least one but no more than two Semesters must have elapsed after the initial failure.

Qualifications for an Oral Examination

If a candidate fails one component of the comprehensive examination by less than 5% of the pass mark, the Examiners may recommend an oral examination.

Where candidates are granted an oral examination and perform satisfactorily in the oral examination, a maximum passing mark of 50% will be awarded for the component. This shall be combined with the mark of the passed component to obtain the overall mark for the Comprehensive Examination.

Candidates who fail the oral after the first attempt at the examination will be given a second attempt to repeat the failed component. If candidates are offered an oral after a second attempt and are successful, a maximum passing mark of 50% will be awarded for the entire examination. The Campus Registrar shall set the time and place of the oral examination.

Requests for Third Attempts

In exceptional circumstances, the Board for Graduate Studies and Research may grant a third attempt at the comprehensive examination. In these instances, the Examiners may recommend a passing mark of no more than 50% as the final overall mark for the examination.

Candidates requesting a third attempt must submit a request, in writing, to the Director of Graduate Studies and Research through the Senior Assistant Registrar, Graduate Studies and Research, for a waiver of the Requirement to Withdraw. A recommendation on the student's request will be sought from the Head of Department. The recommendation, along with the candidate's request, will be forwarded to the Board for Graduate Studies and Research for consideration.

Candidates who fail the Comprehensive Examination or any other examination in the programme shall **not** be eligible for the award of High Commendation.

Mandatory Collaborative Institutional Training Initiative (CITI) Research Ethics Course

It is mandatory that students writing a thesis complete the CITI Research Ethics course prior to starting their research. Students are awarded two (2) credits for ETHI6000 Research Ethics course on completion. To access the CITI Research Ethics course, visit our [Research Ethics Committee \(REC\) website](#).

Thesis Requirements

- Students must complete EDEL8009 Comprehensive Examination in order to commence the thesis.
- Students must satisfactorily complete at least one research seminar before applying to have their thesis examined.
- Students for Professional Doctorates are required to submit their theses for examination within 5 years of their initial registration for full-time studies, or within 7 years of their initial registration for part-time studies, unless the Campus Committee, in any particular case, otherwise decides.
- The thesis must be written in English. Candidates must be consistent throughout the thesis in the use of the English spelling style adopted, e.g. UK, US.
- The greater portion of the work submitted for examination must have been done subsequent to the initial registration of the student as a candidate for the degree.
- The thesis must form a distinct contribution to the knowledge of the subject and afford evidence of originality shown either by the discovery of new facts or by the exercise of independent critical thinking. It must be of satisfactory literary standards and must be suitable for publication as a thesis of The University of the West Indies.

Length of Thesis

The approved word count of the 18-credit EdD thesis is **40,000 - 50,000 words**.

Thesis Guide

Theses that are not presented in accordance with the provisions of the Thesis Guide **shall not be sent for examination**. Candidates should therefore refer to [The UWI Thesis Guide](#) for guidance on thesis requirements and preparation. The guide is available on the Global Campus Student Portal.

Entry for Examination of Thesis

A candidate must submit for the approval of the Campus Committee the exact title of his or her thesis at the time he or she applies for entry to the examination. **An approved thesis title may not be changed except with the permission of the Campus Committee.**

Candidates must apply to enter for the examination by thesis on the prescribed form not less than **three months** before the expected date of submission of the thesis. The application must be accompanied by the required examination/thesis submission fee.

The candidate must submit the *Application for Examination of Thesis* form to the Campus Registrar via the Office of Graduate Studies and Research, through the Supervisor, who shall indicate their approval by signing the *Certificate of Completion of Thesis/Research Paper/Project* form. In signing a *Certificate of Completion of Thesis/Research Paper/Project* form, the Supervisor will be required to certify:

- (a) whether, to the best of his or her knowledge, the work in the thesis was done by the student.
- (b) whether, in the Supervisor's opinion, the thesis is ready for examination, and
- (c) whether the student has indicated that the work was checked for plagiarism.

PROGRESSION/RESIT RULES

Non-GPA students who fail more than one course in any semester will usually be required to withdraw. Students are not normally allowed to repeat a course more than once.

GPA Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 42.

Re-sits will be arranged for the next regular sitting, during which the course is formally examined.

Successful completion of an **approved original** thesis is required to complete the programme.

DURATION AND AWARD OF DEGREE

The EdD in Educational Leadership Programme will be offered for a minimum of 4 years. Students who meet the criterion for full-time registration can take a maximum of 3 courses per Semester and two (2) courses in the Summer. Students who are registered as part-time take a maximum of two (2) courses per Semester and one (1) course in the Summer.

The degree is awarded upon successful completion of the following: taught courses; a comprehensive examination; a research seminar presentation; the written submission and oral presentation of a thesis; and all required revisions to the thesis (from Examiners and the Library).

DOCTOR OF EDUCATION (EDD) - TEACHING AND LEARNING WITH EMERGING TECHNOLOGIES (TLET)

ABOUT THE PROGRAMME

The Doctor of Education in Teaching and Learning with Emerging Technologies (EdD TLET) is designed to equip individuals in leadership or consultative roles within educational institutions with essential academic knowledge and competencies. This programme will effectively prepare participants from institutions that currently offer or are considering offering online or distance programmes. This includes roles such as Online/Distance Learning (ODL) instructional specialists, Directors of e-Learning, or Managers of ODL faculty development.

The programme has been revised and restructured to ensure improved continuity, coherence, and flexibility throughout its courses. The revised programme is an enhancement of the EdD TLET programme. The revised programme has (i) discontinued specialisations, (ii) integrated the one-credit practicum laboratory courses with their core courses to remove redundancies, (iii) included a dedicated course for Comprehensive Assessment of Mastery: E-Portfolio, and (iv) consolidated research course rooms to facilitate guiding students through the research process and ultimate submission of their thesis. The revised programme falls under the Grade Point Average (GPA) system, which is part of the continued efforts to align the standards of The UWI more closely with international norms and best practices.

The programme is designed to accommodate candidates from diverse disciplines who are interested in developing advanced competence in technology-enabled education. The doctoral degree addresses advanced professional knowledge and skills associated with expertise in instructional support roles. These include an Online/Distance Learning Instructional Specialist or job positions that manage the development and delivery of online and/or technology-enabled programmes.

WHO IS THIS PROGRAMME FOR

The Doctor of Education in Teaching and Learning with Emerging Technologies (EdD TLET) is geared towards preparing individuals serving in leadership or consultative positions in educational institutions currently offering or planning to offer online or distance programmes in roles such as Online/Distance Learning (ODL) instructional specialists, Directors of e-Learning, or Managers of ODL faculty development.

PROGRAMME STRUCTURE

The EdD TLET is a **73-credit** programme that provides participants with the opportunity to develop the technical and pedagogical skills and competencies associated with each course through the completion of projects. In addition to the 73 programme required credits, students must complete a 2-credit Research Ethics course.

The EdD TLET programme comprises the following courses and examinations:

- A mandatory NFC academic writing course
- Ten (10) 3-credit **Core Courses** (30 credits)
- Four (4) 4-credit **Advanced Topic Courses** (16 credits)
- Three (3) 3-credit **Research Methods Courses** (9 credits)
- Zero Credit **Comprehensive Examination** in the form of an **e-Portfolio and Competency Assessment**

- One (1) 18-credit **Thesis**
- One **Research Seminar**
- One (1) 2-credit **Research Ethics Course**

COURSE LISTING			
EDD TEACHING AND LEARNING WITH EMERGING TECHNOLOGIES (TLET)			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
MANDATORY COURSES			
OOL6100	Graduate Introduction to Teaching and Learning with Emerging Technologies		0
GRST6800	Graduate Academic Writing Course		0
ETHI6000	Research Ethics		2
CORE COURSES			
EDCE6300	ICT Infrastructure Supporting E-Learning in the Caribbean		3
EDID6400	Universal Design for Learning		3
EDID6150	Design, Development and Evaluation of Digital Instructional Materials		3
EDPH6000	The Changing Face of Education in the Caribbean		3
EDLM6200	Reflective-Reflexive Practices in Technology–Enabled Environments		3
EDEL8004	Leading and Managing Change in Educational Organisations	EDRS8008 GRST6800	3
EDLM8130	Evaluating Quality in Technology-Enabled Educational Environments		3
EDTL8100	Transformative Teaching and Learning in E-Learning Environments		3
EDTL8120	Contemporary Issues of Equity and Diversity in the Caribbean		3
TLET6130	Digital Tools for Teaching and Learning		3
ADVANCED TOPIC COURSES			
EDCU8400	Designing Authentic Assessments		4
EDCE8310	Assistive Technologies Supporting Diverse Student Needs		4
EDID8300	Using Simulation and Gamification to Increase Student Engagement		4
EDTL8200	Social Media and Student Engagement		4

COURSE LISTING			
EDD TEACHING AND LEARNING WITH EMERGING TECHNOLOGIES (TLET)			
COURSE CODE	COURSE TITLE	PREREQUISITES	CREDITS
RESEARCH METHODS COURSES			
EDRS8900	Research Trends in Teaching and Learning with Emerging Technologies		3
EDRS8001	Qualitative Research Methods and Data Analysis for Education Practitioners	GRST6800 GRST6900	3
EDRS8008	Quantitative Research Methods and Data Analysis for Education Practitioners	GRST6800 GRST6900	3
COMPREHENSIVE EXAMINATION (E-PORTFOLIO COMPETENCY ASSESSMENT)			
EDRS8925	Comprehensive Assessment of Mastery: e-Portfolio	Completion of all taught courses	0
THESIS			
EDRS8995	Doctoral Thesis	Completion of all taught courses & EDRS8925	18
GRSM8994	EdD Research Seminar I	Must be completed before applying for examination of thesis	0

Students must be guided by the Programme Advising Documents for the schedule of courses.

ENTRY REQUIREMENTS

To qualify for the EdD TLET programme, prospective students must possess the following:

- A taught Master's degree in an appropriate field related to technology or education from The UWI or another approved University, having achieved at least a B+ average or its equivalent.
- Two or more years of work experience in a teaching environment.
- One year of work experience using online technologies in an educational setting, or two years' experience as an online student.

Applicants who do not fully meet academic credential requirements but are deemed potentially suited for the degree will be required to complete prerequisite courses (qualifying courses) as determined by the Campus Committee.

Holders of the MEd TLET from The UWI may apply for transition into this programme as per the Board for Graduate Studies and Research Regulations. Holders of the MEd TLET may be granted direct entry into the EdD TLET if they have achieved an overall grade of B+ or better in the MEd programme.

PROGRAMME SPECIFIC REQUIREMENTS/REGULATIONS

Mandatory Orientation Course

All TLET students must complete the prerequisite course, OOL6100: **Graduate Introduction to Teaching and Learning with Emerging Technologies**. OOL6100 is a two-part course. Part 1 introduces students to a self-paced orientation and assessment of technology tools (TechQuest 2) used in the delivery of the programme, and Part 2 covers the programme objectives and expectations of graduate learners.

The Graduate Introduction to Teaching and Learning with Emerging Technologies (OOL6100) course **must be completed before commencing the programme**. Information about this course is provided in the acceptance package.

Exemptions

There will be no option for the award of exemptions with credit for courses that are part of the EdD TLET programme, except for those who have completed either the Post-Graduate Diploma or MED in TLET.

Registration for Courses and Thesis

Upon acceptance into the programme, students are expected to register every semester, including Summer sessions, to maintain an active student status. When doing so is challenging, a leave of absence should be requested.

After completing all taught courses and the Comprehensive Examination, students must register for their thesis (EDRS8995) each semester for up to four semesters, or until the thesis is submitted, whichever occurs first. The thesis fee covers supervision for a maximum of four semesters and the thesis examination. The full thesis fee must be paid prior to submission of the thesis. Students are required to pay the equivalent of three credits per semester for each of the first three semesters of thesis registration, followed by the equivalent of nine credits in the fourth semester, payable before thesis submission.

Students who require additional time beyond the four semesters must apply for an extension to the Director for Graduate Studies and Research through the Office of Graduate Studies and Research. Registration is permitted up to the seven-year time limit for part-time students to submit their thesis; however, additional fees will be incurred for each extra semester of registration beyond the four-semester limit.

Following submission of the thesis, students must undergo an assessment process that includes both a written evaluation and an oral presentation/defence of the research. The degree is awarded only after all required revisions recommended by the Examiners and the Library have been satisfactorily completed and the final version of the thesis has been submitted. Students will receive an *In Progress (IP)* grade for each semester until the final thesis submission is approved. A thesis is assessed on a *Pass/Fail* basis.

Comprehensive Assessment of Mastery: E-Portfolio

The comprehensive examination in the EdD TLET programme will take the form of an e-Portfolio and Competency Assessment. This assessment will be used to determine the mastery level of the student with respect to programme-level outcomes, including knowledge, skills and competency related to programme topics.

The comprehensive assessment of knowledge, skills and competency will establish the student's eligibility as a doctoral candidate. The presentation and assessment of the e-Portfolio will be done after the successful completion of all ten (10) core, four (4) advanced topic and three research methods courses.

Successful Presentation and Defence of the E-Portfolio is a Prerequisite for the Thesis

Students failing the e-Portfolio are **not** permitted to commence their thesis.

Re-sit Rules - E-Portfolio Comprehensive Assessment

Students are permitted a **second attempt** at any component of the e-Portfolio assessment failed. Any student who fails a component on the second attempt must withdraw from the programme; re-admission will **not** be permitted.

Candidates who fail all components must resubmit and defend the e-Portfolio; they must pass on the second attempt, or they will be required to withdraw from the programme. To retake a component or the entire e-Portfolio, at least one but no more than two semesters must have elapsed since the initial failure.

Requests for Third Attempts

In exceptional circumstances, a third attempt at the e-Portfolio Comprehensive Assessment may be granted by the Board for Graduate Studies and Research. In these instances, the Examiners may recommend a passing mark of no more than 50% as the final overall mark for the e-Portfolio.

Candidates requesting a third attempt must submit a request, in writing, to the Director of Graduate Studies and Research through the Senior Assistant Registrar, Graduate Studies and Research, for a waiver of the Requirement to Withdraw. A recommendation on the student's request will be sought from the Head of Department. The recommendation, along with the candidate's request, will be forwarded to the Board for Graduate Studies and Research for consideration.

Candidates who fail the Comprehensive e-Portfolio Assessment or any other examination in the programme shall **not** be eligible for the award of High Commendation.

Exit Point if Failing the Comprehensive E-Portfolio

Students who have passed all required courses but fail the e-Portfolio assessment, or are unable to continue to the thesis, may be granted the MEd TLET if the Board for Graduate Studies and Research so approves.

Mandatory Collaborative Institutional Training Initiative (CITI) Research Ethics Course

It is mandatory that students writing a thesis complete the CITI Research Ethics course prior to starting their research. Students are awarded two (2) credits for ETHI6000 Research Ethics course on completion. To access the CITI Research Ethics course, visit our [Research Ethics Committee \(REC\) website](#).

Thesis Requirements

- Students must complete EDRS8925 Comprehensive Assessment of Mastery: e-Portfolio in order to commence the thesis.
- Students must satisfactorily complete at least one research seminar before applying to have their thesis examined.

- Students for Professional Doctorates are required to submit their theses for examination within 5 years of their initial registration for full-time studies, or within 7 years of their initial registration for part-time studies, unless the Campus Committee, in any particular case, otherwise decides.
- The thesis must be written in English. Candidates must be consistent throughout the thesis in the use of the English spelling style adopted, e.g. UK, US.
- The greater portion of the work submitted for examination must have been done subsequent to the initial registration of the student as a candidate for the degree.
- The thesis must form a distinct contribution to the knowledge of the subject and afford evidence of originality shown either by the discovery of new facts or by the exercise of independent critical thinking. It must be of satisfactory literary standards and must be suitable for publication as a thesis of The University of the West Indies.

Length of Thesis

The approved word count of the 18-credit EdD thesis is **40,000 - 50,000 words**.

Thesis Guide

Theses that are not presented in accordance with the provisions of the Thesis Guide **shall not be sent for examination**. Candidates should therefore refer to [The UWI Thesis Guide](#) for guidance on thesis requirements and preparation. The guide is available on the Global Campus Student Portal.

Entry for Examination of Thesis

A candidate must submit for the approval of the Campus Committee the exact title of his or her thesis at the time he or she applies for entry to the examination. **An approved thesis title may not be changed except with the permission of the Campus Committee.**

Candidates must apply to enter for the examination by thesis on the prescribed form not less than three months before the expected date of submission of the thesis. The application must be accompanied by the required examination/thesis submission fee.

The candidate must submit the *Application for Examination of Thesis* form to the Campus Registrar via the Office of Graduate Studies and Research, through the Supervisor, who shall indicate their approval by signing the *Certificate of Completion of Thesis/Research Paper/Project* form. In signing a *Certificate of Completion of Thesis/Research Paper/Project* form, the Supervisor will be required to certify:

- whether, to the best of his or her knowledge, the work in the thesis was done by the student.
- whether, in the Supervisor's opinion, the thesis is ready for examination, and
- whether the student has indicated that the work was checked for plagiarism.

PROGRESSION/RE-SIT RULES

Non-GPA students who fail more than one course in any semester will usually be required to withdraw. Students are not normally allowed to repeat a course more than once.

GPA Students must maintain a minimum GPA of 2.00 to be in good academic standing. See GPA academic standing rules on Page 49.

Re-sits will be arranged for the next regular sitting, during which the course is formally examined.

Enrolment in this programme limits registration to no more than two courses and their associated practical laboratories in Semester 1 and Semester 2 (8 credits each semester), and one course and its associated practical laboratory in the Summer session (4 credits).

All core, specialisation, and advanced topic courses must be completed before conducting the research. Successful completion of **approved original** dissertation research is required for completion of the programme.

DURATION AND AWARD OF THE DEGREE

The minimum timeframe for completion of the EdD TLET Programme is 52 months (4 years and one semester), based on the prescribed study schedule for the cohort.

The degree is awarded upon successful completion of the following: taught courses; a comprehensive examination (e-portfolio); a research seminar presentation; the written submission and oral presentation of a thesis; and all required revisions to the thesis (from Examiners and the Library).



Former Principal and Pro Vice-Chancellor Dr Luz Longsworth with graduates of the first cohort of Doctor of Education graduates. Graduation 2019 – Antigua & Barbuda.

PLAGIARISM¹

Introduction

At The UWI, all forms of cheating, including plagiarism, are unacceptable. Plagiarism has severe consequences, including failure to obtain your qualification or having it revoked. It will always result in the loss of professional respect. **Please familiarise yourself with *The UWI Regulations on Plagiarism*, available in Appendix 1 of the [Regulations for Graduate Certificates, Diplomas and Degrees](#).**

Integrity Guidelines

Academic honesty requires that you never use another person's work as if it were your own. A clear-cut example of such dishonesty, which we would all recognise as unethical, would be to ask someone else to write a project report with the intention of submitting it under your own name. Equally dishonest is the plagiarism of the words or ideas of others that we find as we conduct our research and wish to include in our own academic submissions. This is an area that can be a minefield unless you understand the implications of plagiarism, how to review the work of others in your own words and how to cite your sources properly.

Plagiarism

Under The UWI Regulations, plagiarism means the unacknowledged use of the words, ideas or creations of another and includes situations where the student re-uses without acknowledgement their own previously written text, ideas or creations when writing any new work.

Plagiarism is not only unethical, but it also undermines your professional ability and standards. We encourage you to take note of the following:

- You must be very careful when citing material that you have written for a previous assignment.
- Be careful about taking someone else's words or ideas and presenting them as your own.
- To deliberately use someone else's words and pass them off as your own is clearly cheating.
- A slightly different but still serious problem sometimes arises for inexperienced writers who may inadvertently use another writer's words. After reading through a great deal of material on a particular subject, certain words or phrases sometimes 'resurface' when a review of the subject is written. Practice and skilled note-taking will help to avoid such a mistake.
- Take careful notes. Make sure you keep all the details about any book, article, website or other source of information you refer to so that you can direct your reader to that source when necessary. If, when writing notes, you are writing down the text exactly as it occurs in the book or article you are reading, make sure these words are clearly identifiable as extracts when you go back to your notes.

When you write up the information you have gathered, you should put it in your own words. (You can practice this by reading particular sections of an information source and summarizing them in your own way.) Even when you have put the information in your own words, you must give a citation and a reference to acknowledge the source of your information and to direct your reader to the source if they wish to check or follow up on a particular point.

¹ Source: Adapted from material prepared for the Master's in Regulation and Policy (Telecommunications) Programme, UWI.

Occasionally, but it should only be occasionally, you may want to quote another's work directly. Perhaps you want to give a particular definition of a term or you really don't think you can express an idea more lucidly than your source. In that case, you must put the exact words taken from your source in quotation marks or, for long quotes, clearly format the quote as an indented extract, with a proper citation and reference given in both cases.

Always check over your own finished work to see if any of it sounds familiar. Did you read that particular phrase or sentence somewhere else? If in doubt, always take the time to go back to your notes or texts and check - then give the proper citation if necessary.

For more information on citing information sources correctly, see the section below on citations and references.

Paraphrasing Someone Else's Words

Paraphrasing means using someone else's words with only minor alterations. Experience and practice can help you avoid this error.

Consider this example, taken from a Global Campus course (FOUN1101 Caribbean Civilisation, Unit 9). The original course material states:

In the towns, females nearly always outnumbered males. Enslaved people here were usually domestic workers for their owners or hired to other urban families. Their jobs included those of wet nurses, nannies, cooks, hucksters and washers. A significant number were also often forced to work as prostitutes.

An example of a paraphrased version is:

In towns women nearly always outnumbered men. Slaves here were often domestic workers, or were hired to other families. The jobs that they had to do included wet nurse, nanny, cook, huckster and washer. Many were also made to work as prostitutes.

It is unacceptable to use this paraphrased version for two reasons: the words have only been altered slightly, and no acknowledgement of the source of the information has been given.

An example of a more acceptable approach is:

Campbell (2004, p.185) points out that more enslaved women than men lived in towns. They had to work at a variety of tasks, including domestic work, child-minding, cooking, and even prostitution.

You are expected to consider the meaning of what you have read and express it in your own way, giving due credit to original sources.

Re-Using Your Own Work

You cannot re-submit work you have completed for one assignment for a subsequent assignment (this is known as self-plagiarism). The Global Campus cannot assign another grade for work that has been previously assessed. If the assignment is similar, you may need to re-use your ideas and the points you made previously, but you should take the time to reflect on them and write them up in a different way.

If you do use a very brief section from your previous assignment verbatim, you must treat it as an identified quotation with a citation, and you must include the assignment as an unpublished work in your reference list.

Other Considerations

Even when your sources are referenced properly, you must not use very long quotes or extracts, nor should you use too many direct quotes; your work must be in your own words.

The only exception to referencing an information source occurs when you are stating a universally accepted fact, for example, "Dominica is a Caribbean country". If in any doubt, it is better to include the reference for your source of information rather than omit it.

Information on Citations and References

There are many different referencing styles, which show you how to cite your source of information in the text and the style you should use to compile your reference list at the end of your document. At The University of the West Indies, different disciplines use different referencing styles, as follows:

- Chicago Manual of Style (CMS): Agriculture and Life Sciences; Engineering; Social Sciences
- Modern Language Association (MLA): Humanities
- American Psychological Association (APA): School of Education
- Vancouver System: Medical Sciences

Your Course Coordinator/Course Instructor/Group Facilitator can advise you on which style you should use for your assignments.

Students are encouraged to take advantage of the services offered by the library to assist them with proper referencing of their work. For more information on our library services, please visit [GCLIS | UWI Global Campus](#)





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APPENDIX A: GLOBAL CAMPUS SOCIAL MEDIA PAGES

Please click on the links below to visit our Social Media pages.



<HTTPS://WWW.FACEBOOK.COM/UWIGLOBALCAMPUS>



<HTTPS://X.COM/UWIGLOBALCAMPUS>



<HTTPS://WWW.INSTAGRAM.COM/UWI.GLOBAL.CAMPUS/>



<HTTPS://WWW.YOUTUBE.COM/@UWIGLOBALCAMPUS>



<HTTPS://WWW.FLICKR.COM/PHOTOS/THEUWI/COLLECTIONS/72157625093676601/>

UWI SOCIAL MEDIA POLICY

Be Social Media Smart when you are online. Please become familiar with the University's Social Media Policy and Guidelines:

<https://global.uwi.edu/standards-policies-and-references>

View media content on UWItv by clicking the link below:



<HTTPS://UWITV.GLOBAL>

APPENDIX B: GRADUATE GPA MARK SCHEME WITH GRADE DESCRIPTORS

GRADE	QUALITY POINTS	% RANGE	GRADE DEFINITION	GRADE DESCRIPTOR
A+	4.30	90 - 100	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	4.00	80 - 89	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 conceptualisation which is original, innovative and/or insightful. Applies outstanding critical thinking skills.
A-	3.70	75 - 79	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 organisational, rhetorical and presentational skills.
B+	3.30	70 - 74	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	3.00	65 - 69	Good	Demonstrates good knowledge, rhetorical and organisational 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-	2.70	60 - 64	Satisfactory	Displays satisfactory evidence of the application of theoretical and technical knowledge to achieve the desired learning outcomes. Demonstrates sound organisational and rhetorical skills.
C+	2.30	55 - 59	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	QUALITY POINTS	% RANGE	GRADE DEFINITION	GRADE DESCRIPTOR
C	2.00	50 - 54	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.
FCW/ FWE	1.70	≥50		Fail Coursework/ Fail Written Examination component of the course with an overall mark greater than 50.
F1	1.70	40 - 49	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, organisational and rhetorical skills.
F1CW/ F1WE	1.70	40 - 49	Unsatisfactory	Failed the Coursework or Written Examination component of the course with an overall mark with an overall mark between 40-49
F2	1.30	30 - 39	Weak	Weak overall performance with very limited knowledge and understanding of the subject. Little evidence of theoretical and reflective insights. Weak organisational and rhetorical skills.
F2CW/ F2WE	1.30	30 - 39	Weak	Failed the Coursework or Written Examination component of the course with an overall mark with an overall mark between 30-39
F3	0.00	0 - 29	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 organisational and rhetorical skills.
F3CW/ F3WE	0.00	0 - 29	Poor	Failed the Coursework or Written Examination component of the course with an overall mark of 29 or less.

APPENDIX C: GLOBAL CAMPUS SITE (GCS) CONTACTS

Note: Additional contact information is also available on the Global Campus website at [The UWI Global Campus Locations | UWI Global Campus](#)

Global Campus Sites (GCS) Contact Information	
Of ice of the Director	
Dr Nicole Phillip Director (Ag.) Global Campus Sites The University of the West Indies Global Campus HA Blaize Street St. George's GRENADA Phone: (473) 404-5616 Email: nicole.phillip@uwi.edu	Mrs. Gaile Gray-Phillip Deputy Director Global Campus Sites The University of the West Indies Global Campus P. O. Box 326 Basseterre ST. KITTS AND NEVIS Phone: (869) 465-2190 IP: 39507 Email: gaile.gray-phillip@uwi.edu
Mrs Deanna Noel Administrative Of icer Of ice of the Director Global Campus Sites The University of the West Indies Global Campus Elmshall Road Roseau COMMONWEALTH OF DOMINICA Phone: (767) 448-3482 IP: 37505 Email: deanna.noel@uwi.edu	Mrs Chantalle Clarke-Pryce Administrative Assistant Of ice of the Director Global Campus Country Sites 12a Gibraltar Camp Way The UWI Mona Campus Kingston 7 JAMAICA Phone: (876) 927-1201 970-0720 IP Phone: 38307 Email: chantalle.clarke-pryce@uwi.edu

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THE BAHAMAS Mrs Bridgette Cooper Head The University of the West Indies Global Campus - The Bahamas 33B Tedder St. Maderia Street, Palmdale P. O. Box N1184, Nassau BAHAMAS Tel: (242) 323-6593 323-1175 Email: bridgette.cooper@uwi.edu	BARBADOS: THE PINE Mr Ryan Byer Head The University of the West Indies Global Campus - Barbados East/West Boulevard The Pine St. Michael BARBADOS Tel: (246) 430-1139 Email: ryan.byer@uwi.edu
BELIZE Dr Sharmayne Saunders Head The University of the West Indies Global Campus - Belize Princess Margaret Drive P. O. Box 229 Belize City BELIZE Tel: (501) 223-0484 223-5320 IP Tel: 36903 Email: sharmayne.saunders@uwi.edu	BRITISH VIRGIN ISLANDS Dr Beverly Shirley Manager British Overseas Territories The University of the West Indies Global Campus - British Virgin Islands P. O. Box 4324, Road Town, Tortola BRITISH VIRGIN ISLANDS, VG1110 Mobile: (345) 925-8042 Email: bvi@uwi.edu Email: beverly.shirley@uwi.edu Local Contact: Ms. Caryl Adams Clerical Assistant Email: caryl.adams@uwi.edu

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GRENADA Mrs Keisha Commissiong-Branch Head (Ag.) The University of the West Indies Global Campus - Grenada Marryshow House, H. A. Blaize Street, P. O. Box 439 St. George's GRENADA Phone: (473) 440-2451 440-4985 IP Phone: 37602 Email: keisha.commissiong-branch@uwi.edu	JAMAICA EASTERN REGION: Camp Road, Mandeville, Global Learning Centre Mona Ms Levene Griffiths Head The University of the West Indies Global Campus - Camp Road 2A Camp Road, Kingston 4 JAMAICA Phone: (876) 926-8119 926-2246-7 IP Phone: 37860 Email: levene.griffiths@uwi.edu
Jamaica Western Region Brown's Town, St. Elizabeth, Ocho Rios, Savanna-La-Mar, Montego Bay Mrs Sandra Evans Officer-in-Charge The University of the West Indies Global Campus - Jamaica Western Beckford Street Savanna-La-Mar Westmoreland JAMAICA Phone: (876) 955-2948 Email: sandra.evans@uwi.edu	Jamaica: Open Learning Centre Mona Ms Angella Hamilton Site Coordinator The University of the West Indies Global Learning Centre 1 Ring Road Mona Kingston 7 JAMAICA Phone: (876) 977-6349 935-8421 935-8635 935-8417 Email: angella.hamilton@uwi.edu

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The Consortium for Social Development and Research (CSDR)

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