Postgraduate Programme Specification

Session	2025/26	**Last Modified**	
Named Award Title	MEd TESOL		
Award Title for Each Award	MEd TESOL PG Diploma TESOL PG Certificate TESOL		
Date of Approval	April 2023 (ILR)		
Details of Cohort Applies to			
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by		University of the West of Scotland	
Maximum Period of Registration		3 years part time Authorised Interruption Guidance notes (uws.ac.uk)	
Duration of Study			
Full-time	1 year	**Part-time**	3 years
Placement (compulsory)	n/a		
Mode of Study	☒ Full-time ☒ Part-time		
Campus	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)
School	**Education and Social Sciences**		
Divisional Programme Board	**Education**		
Programme Leader	M Mullen		

Admissions Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

Appropriate Undergraduate Qualifications:

Applicants will typically possess a degree or equivalent. In the absence of a degree, where entry requirements do not conform to the general entry requirements, other evidence can be considered on an individual basis in line with Regulations 2.13 – 2.36 (Recognition of Prior Learning – RPL / Recognition of Credit).

Other Required Qualifications/Experience

Participants will typically have an interest in, and ideally some experience of, working in the field of TESOL. Additionally:

(a) There shall be a reasonable expectation that any person admitted to a programme of study will be able to fulfil the educational aims and learning outcomes of the programme and achieve the standard required for the award (UWS Regulation 6.1.1a).

(b) In considering each application for admission to a programme of study, evidence shall be sought of personal, professional and educational qualifications and/or experiences that provide indications of ability to meet the demands of the programme (UWS Regulation 6.1.1b).

(c) For applicants whose first language is not English, Regulation 2.12 sets out the English Language Requirements in terms of IELTS. See details at –

In addition, evidence of English proficiency must be no more than three years old counting back from the anticipated start date of the programme. If the applicant has been working or studying in an English speaking country for a substantial period of time, this can be taken into consideration as long as a statement to this effect is included in his/her references. If the applicant has studied at degree level in an English speaking country for a period of one year or more, this can also be taken into consideration as long as the programme was taught and assessed entirely in English and was undertaken in the last three years counting back from the anticipated start date of the programme. Relevant transcripts must be provided as evidence of this and a relevant statement must be included in the references (UWS Regulation 6.6).

(d) Applicants will be required to supply two references in support of their application to join the programme. Therefore applicants will need to ensure, in good time, that their referees are willing and able to write a reference (letter of recommendation) on their behalf. Referees should be in a position to provide an informed view of the applicant's academic ability and suitability for their chosen programme of study and any other information they consider as being relevant to the individual's application. In this respect applicants may wish to supply their prospective referees with an overview of the chosen programme so that they can comment on the individual's ability to meet with the general demands of, and the specific practical aspects associated with the programme.

Further desirable skills pre-application

Basic ICT, literacy and numeracy skills.

General Overview

The Master of Education (MEd) in TESOL (Teaching of English to Speakers of Other Languages) programme is designed for participants who have an interest in working with learners of English.

The Master of Education in TESOL is delivered, administered and supported in a blended format, that is, through direct, face-to-face teaching and through the UWS virtual learning environment (VLE).

Each module 'site' will typically have the following interactive areas: Main Announcements, Main/Group Discussion Boards, Module Information, Week-by-week Activities and an Assessment Area. In addition to these interactive areas students also have links to module and course documentation, guides on academic writing etc. Every module is constructed around the same basic architecture that ensures continuity for students as they progress. The fact that the Master of Education in TESOL contains a significant amount of online input means that there are some specific challenges - as well as opportunities - in ensuring appropriate and effective student guidance and support.

Our strategy to overcome these challenges includes the following:
Clear online communication protocols: This includes the provision of 'service level' statements that ensure that student expectation levels are established prior to embarkation on the programme. This avoids misunderstanding and miscommunication arising.

Appropriate and meaningful online induction: New students to the online environment are provided with a brief online induction period prior to the formal commencement of a module. The induction period is designed to allow all participants to overcome any technical issues and to familiarise themselves with the environment in general terms thus enabling the student to focus on the learning from day 1 of the module.

In general, our approach to teaching and learning online is continually refined in light of experience and best practice originating from local, national and international research in this area. More specifically, the online features of the programme enable learners to work at a time and place to suit both their personal and professional commitments and all modules across the programme are designed using an integrated model of online learning.
The teaching style adopted across the programme is more that of a facilitator. This approach is also designed to foster a 'community of professional practice' which is grounded in social constructivist pedagogy and, in this way, learners develop into independent learners who are capable of demonstrating the competences required when studying at SCQF Level 11.
Additional tutorial support to enhance the online student experience will be given to all students by the English Language Unit staff.

Course Structure
To achieve the MEd in TESOL, students must complete 6 taught modules which are each calibrated at 20 credit points, plus a final, single dissertation calibrated at 60 credit points; a programme total of 180 credits as follows:
- Postgraduate Certificate (3 modules, 60 Credits)
- Postgraduate Diploma (3 modules, 60 credits)
- Masters dissertation (1 module, final 60 Credits)

Course Content
Postgraduate Certificate
New entrants to the MEd in TESOL programme will undertake two of the following core modules:
- EDUC11111 Language Analysis
- LING11007 Theory and Practice in TESOL
- EDUC11067 Educational Research
- LING11006 Second Language Acquisition

In addition, candidates wishing to complete the Postgraduate Certificate in TESOL will select and undertake one further 20 credit point module from an options bank (see below).
Options Bank Modules:

- LING11002 English as a Global Language
- LING11004 Language, Identity and Power
- LING11001 Applied Linguistics
- EDUC11146 Technology-Enhanced Language Learning
- LING11005 Teaching English to Young Learners
- EDUC11112 TESOL: The Scottish Context

Postgraduate Diploma.
The PG Diploma level is made up of the remaining two core modules, plus a further option module from the above options bank.

Upon successful completion of the PG Diploma, learners will progress to the final dissertation stage of the MEd award.

Master of Education.
The Masters Dissertation module will involve students designing, implementing, evaluating and writing up a research project in a work related topic of their own choosing.

Part-time Route
A flexible approach to part-time delivery allows candidates to complete the full MEd TESOL programme over a maximum period of three years. Candidates can select which modules, and how many to complete, within each academic year. On completion of all six modules (4 core plus two options), candidates may progress to the Masters Dissertation in T3 of their final year.

Part-time students will normally take 1 core module each trimester, with 1 optional module each year. However, there are various part-time routes through this Master's programme which have been tailored to reflect the background and practitioner status of applicants wishing to take the programme on a part-time basis.

The part-time programme can be taken flexibly with students being given guidance on whether they can take 1 or 2 modules within each trimester. The constants are the Trimesters: Modules cannot be taken in trimesters outwith those identified at Validation of the programme, and outlined in the Programme Specification.

Following successful completion of the MEd in TESOL, students would be able to undertake further study towards PhD or EdD level.

This Programme will be delivered in blended mode: by direct, face-to-face teaching of weekly three-hour classes per module and online through UWS' VLE. The learning and teaching approaches adopted are compliant with UWS Learning, Teaching and Assessment Strategy [LTAS]. Coursework associated with each module will include provision for support using e-learning materials and students will make use of e-learning methods such as remotely accessing readings and research journals, asynchronous communication with tutors and fellow students including the use of e-mail and discussion boards. Formative and summative assessments will be used including essays, assignments, individual and group presentations and online discussions. Strategies for personal development planning will be incorporated into each of the modules.

Students will be encouraged to plan for the achievement of their personal development goals at the start of each module and plan a review session at the end of each module allowing students to reflect on their personal development in situ and link these developments to their professional profile. Students will be encouraged to plan and review their personal development goals in line with the learning outcomes of each module in relation to the course aims and objectives. The assessment strategies of this programme will aim to support the students in the process of learning and to develop key practical and academic skills. The assessment strategies reflect these dual aims. Assessment regulations will be in line with the University of the West of Scotland Learning, Teaching and Assessment Strategy. In the MEd dissertation module students will be allocated an academic supervisor. They will agree to communicate at regular intervals for supervision. Students will already have successfully completed a research methods module in the Postgraduate Diploma. Online tutorials will be offered regularly to discuss general academic issues relating to writing a MEd dissertation. Students must complete research within a learning and teaching setting or other approved focus as agreed with the Programme Leader, Module Coordinator and Dissertation Supervisor. This research will be presented as a thesis that satisfies the University requirements for a MEd thesis (UWS Regulation 8.12).

Typical Delivery Method

Full-time students will typically be given weekly online reading tasks to prepare them for weekly 3 hour lectures/workshops on campus.

Any additional costs

Graduate Attributes, Employability & Personal Development Planning

Work Based Learning/Placement Details

There is no work based learning/placements in the programme

Attendance and Engagement

In line with the Student Attendance and Engagement Procedure,

Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this programme, academic engagement equates to the following:

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. [Equality Act – 2010 / Human Rights Act – 1998]

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 11 - Postgraduate Certificate (PgCert) Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate a critical understanding of key theories, concepts and principles that cover and integrate most, if not all, of the main areas of a subject or discipline-including their features, boundaries, terminology and conventions in an educational context
A2	Demonstrate a critical understanding of principal theories, principles and concepts as they apply to the student's specific professional context, and in relation to the Standard for Career-Long Professional Learning if applicable.
A3	Demonstrate a critical awareness of current issues associated with situated professional learning in an educational context, in relation to the Standard for Career-Long Professional Learning if applicable.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Use a significant range of the principal skills, techniques, practices and materials which are associated with teaching and learning within the professional context of the student, in relation to the Standard for Career-Long Professional Learning if applicable.
B2	Apply a range of standard and specialised research or equivalent instruments and techniques of enquiry to investigate issues, processes and practices associated with teaching and learning set within the professional context of the student, in relation to the Standard for Career-Long Professional Learning if applicable.
B3	Demonstrate originality or creativity in the application of knowledge and understanding to issues, processes and practices associated with situated professional learning within the professional context of the student, in relation to the Standard for Career-Long Professional Learning if applicable.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed by developments at the forefront of situated professional learning, in relation to the Standard for Career-Long Professional Learning if applicable.
C2	Develop original and creative responses to problems and issues associated with situated professional learning, in relation to the Standard for Career-Long Professional Learning if applicable.
C3	Critically review, consolidate and extend knowledge, skills/practices and thinking associated with situated professional learning, in relation to the Standard for Career-Long Professional Learning if applicable.
C4	

C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Using appropriate methods, communicate issues, processes and practices associated with the professional context of the student, in relation to the Standard for Career-Long Professional Learning if applicable.
D2	Communicate with peers, more senior colleagues and specialists about issues, processes and practices associated within the professional context of the student, in relation to the Standard for Career-Long Professional Learning if applicable.
D3	Use a wide range of software to support and enhance work at this level that is of relevance to professional context of the student, in relation to the Standard for Career-Long Professional Learning if applicable.
D4	Undertake critical evaluation of a wide range of numerical and graphical data in order to inform approaches to the development of professional practice within students' professional context, in relation to the Standard for Career-Long Professional Learning if applicable.
D5	
Autonomy, Accountability and Working with Others	
E1	Exercise substantial autonomy and initiative in professional and equivalent activities relating to situated professional learning, in relation to the Standard for Career-Long Professional Learning if applicable.
E2	Take responsibility for their own work and work as a leading member of a team, in a range of contexts to develop and enhance practice relating to situated professional learning, in relation to the Standard for Career-Long Professional Learning if applicable.
E3	Take responsibility for a significant range of resources relating to situated professional learning, in relation to the Standard for Career-Long Professional Learning if applicable.
E4	Practise in ways which draw on critical reflection on their own and others' roles and responsibilities relating to situated professional learning, in relation to the Standard for Career-Long Professional Learning if applicable.
E5	Deal with complex ethical and professional issues relating to situated professional learning and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.

Postgraduate Certificate (PgCert) Modules

CORE

SCQF Level	**Module Code**	**Module Title**	**Credit**	**Term**			**Footnotes**
				1	**2**	**3**	
11	PGES11002	Educational Research	20	☒	☐	☐	
11	LING11008	Language Analysis	20	☒	☐	☐	
11	LING11006	Second Language Acquisition	20	☐	☒	☐	
11	LING11007	Theory and Practice in TESOL	20	☐	☒	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Two of the above four core modules must be successfully completed for the candidate to be awarded the PG Cert in TESOL.

Postgraduate Certificate (PgCert) Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	LING11001	Applied Linguistics	20	☒	☒	☐	
11	LING11002	English as a Global Language	20	☒	☒	☐	
11	LING11004	Language, Identity and Power	20	☒	☒	☐	
11	LING11005	Teaching English to Young Learners	20	☒	☒	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Option Modules

One of the above option modules must be successfully completed for the candidate to be awarded the PG Cert in TESOL.

Level 11- Postgraduate Certificate (PgCert)
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

There is no progression within stages at SCQF Level 11.

In line with the Regulatory Framework, individuals who successfully complete two core modules and one optional module from the lists above (equating to 60 credits at SCQF level 11) and who wish to conclude their studies at this point will be eligible for the award of Postgraduate Certificate in TESOL. On the other hand, should an individual wish to continue their studies further they may progress to the Postgraduate Diploma phase of the MEd in TESOL.

No Distinction is awarded at PgCert level (Regulation 3.25).

Links: UWS Regulatory Framework; and Student Experience Policy Statement.

SCQF LEVEL 11 - Postgraduate Diploma (PgDip) Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate knowledge that covers and integrates most, if not all, of the principal areas, features, boundaries, terminology and conventions in an educational context.
A2	Demonstrate a critical understanding of the principal theories, principles and concepts as they apply to the student's specific professional context, in relation to the Standard for Career-Long Professional Learning if applicable.
A3	Demonstrate a critical understanding of a range of specialised theories, principals and concepts as they apply to the student's professional context, in relation to the Standard for Career-Long Professional Learning if applicable.
A4	Demonstrate a critical awareness of current issues in education and how this impacts upon the student's professional context and the challenges in providing an enhanced and challenging curriculum, in relation to the Standard for Career-Long Professional Learning if applicable.
A5	
Practice - Applied Knowledge and Understanding	
B1	Use a significant range of the principal skills, techniques, practices and/or materials that are associated with an educational context, in relation to the Standard for Career-Long Professional Learning if applicable.
B2	Use a range of specialised skills, techniques, practices and/or materials which are at the forefront or informed by developments in Education, that are relevant to the professional context of the student, in relation to the Standard for Career-Long Professional Learning if applicable.
B3	Practise a wide and often unpredictable variety of professional level contexts and at an appropriate standard in relation to the Standard for Career-Long Professional Learning if applicable.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise, in relation to the Standard for Career-Long Professional Learning if applicable.
C2	Communicate with peers, more senior colleagues and specialist acting as a source of advice on particular aspects of teaching and learning where appropriate, in relation to the Standard for Career- Long Professional Learning if applicable.
C3	Undertake critical evaluations of a wide range of numerical and graphical data in order to inform developments in and appropriate to learning, teaching and assessment, in relation to the Standard for Career-Long Professional Learning if applicable.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed by developments at the forefront of contemporary Education relevant to the

	professional context of the student, in relation to the Standard for Career-Long Professional Learning if applicable.
D2	Identify, conceptualise and define new and abstract problems and issues and demonstrate how these relate to and impact upon the specific professional contexts of the student, in relation to the Standard for Career-Long Professional Learning if applicable.
D3	Critically review, consolidate and extend knowledge, skills, practices and thinking in contemporary education, in relation to the Standard for Career-Long Professional Learning if applicable.
D4	Critically review, consolidate and extend knowledge, skills, practices and thinking in contemporary education, in relation to the Standard for Career-Long Professional Learning if applicable.
D5	
Autonomy, Accountability and Working with Others	
E1	Critically review, consolidate and extend knowledge, skills, practices and thinking in contemporary education, in relation to the Standard for Career-Long Professional Learning if applicable.
E2	Practise in ways which draw on critical reflection on own and others' roles and responsibilities and how these may develop in the light of current educational research and policy, in relation to the Standard for Career-Long Professional Learning if applicable.
E3	Exercise substantial autonomy and initiative in professional and equivalent activities including engaging with others in the critical discussion of educational policy and practice, in relation to the Standard for Career-Long Professional Learning if applicable.
E4	
E5	

Postgraduate Diploma (PgDip) Modules

CORE

SCQF Level	**Module Code**	**Module Title**	**Credit**	**Term**			**Footnotes**
				1	**2**	**3**	
11	PGES11002	Educational Research		☐	☐	☐	
11	LING11008	Language Analysis		☐	☐	☐	
11	LING11006	Second Language Acquisition		☐	☐	☐	
11	LING11007	Theory and Practice in TESOL		☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Postgraduate Diploma (PgDip) Modules

OPTION

		Module Title	**Credit**	**Term**	**Footnotes**

SCQF Level	Module Code			1	2	3	
11	LING11001	Applied Linguistics	20	☒	☒	☐	
11	LING11002	English as a Global Language	20	☒	☒	☐	
11	LING11004	Language, Identity and Power	20	☒	☒	☐	
11	LING11005	Teaching English to Young Learners	20	☒	☒	☐	
11	LING11010	Technology-Enhanced Language Learning	20	☒	☒	☐	
11	LING11009	TESOL: The Scottish Context	20	☒	☒	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Option Modules

Candidates who have already completed the PG Cert in TESOL will achieve the PG Diploma in TESOL by successfully completing the remaining two core modules, plus a second option module.

Level 11- Postgraduate Diploma (PgDip)
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

There is no progression within stages at SCQF Level 11.

In line with the Regulatory Framework, individuals who successfully complete the remaining core modules and one other optional module from the list above (not previously studied as part of the Pg. Certificate and equating to 60 credits at SCQF level 11) and who wish to conclude their studies at this point will be eligible for the award of Postgraduate Diploma in TESOL. On the other hand, should an individual wish to continue their studies further they may progress to the final MEd phase of the MEd in TESOL programme.

Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)

Links: UWS Regulatory Framework; and Student Experience Policy Statement.

SCQF LEVEL 11 – Masters Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	A critical understanding of the principal theories, principles and concepts as they relate to the students professional context, in relation to the Standard for Career-Long Professional Learning if applicable.
A2	A critical understanding of a range of specialised theories, principals and concepts as they apply to students' professional context, in relation to the Standard for Career-Long Professional Learning if applicable.
A3	Demonstrate a critical knowledge & understanding of current issues in a subject or discipline.
A4	Develop a critical understanding of the role played by research within Education.
A5	Extensive, detailed and critical knowledge and understanding in subject or discipline, much of which is at or is informed by developments at the forefront of educational research and policy, in relation to the Standard for Career-Long Professional Learning if applicable.
Practice - Applied Knowledge and Understanding	
B1	Apply the skills required for a substantial research study that has appropriate conceptual and methodological perspectives and professional justification in relation to a learning, teaching and training setting.
B2	Engage with a comprehensive study of background reading that identifies the relevant theoretical and analytical perspectives and deals critically with the arguments raised in relation to the Standard for Career-Long Professional Learning if applicable.
B3	Plan and execute a significant project of research, investigation or development which relates to and may contribute to current approaches to learning and teaching in relation to the professional context in relation to the Standard for Career-Long Professional Learning if applicable.
B4	Demonstrate originality or creativity in the application of knowledge and understanding and/or practices which relate to a specific educational context in relation to the Standard for Career-Long Professional Learning if applicable.
B5	Practise in a wide and often unpredictable variety of professional level contexts and at a standard which exceeds that envisaged for the Standard for Full Registration in relation to the Standard for Career-Long Professional Learning if applicable.
Communication, ICT and Numeracy Skills	
C1	Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise, in relation to the Standard for Career-Long Professional Learning if applicable.
C2	Communicate with pupils, parents and fellow professionals, in relation to the Standard for Career- Long Professional Learning if applicable.
C3	Use a wide range of software to support and enhance work at this level and specify new software or refinements/improvements to existing software to increase effectiveness, in relation to the Standard for Career-Long Professional Learning if applicable.
C4	Undertake critical evaluations of a wide range of numerical and graphical data in order to inform developments in, and approaches to learning, teaching and assessment, in relation to the Standard for Career-Long Professional Learning if applicable.
C5	

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed by developments at the forefront of Education.
D2	Identify, conceptualise and define new and abstract problems and issues in an educational context.
D3	Develop original and creative responses to problems and issues which relate to specific professional contexts at local, regional and possibly national level
D4	Critically review, consolidate and extend knowledge, skills, practices and thinking in an educational subject or discipline.
D5	Deal with complex issues and make informed judgements in relevant professional situations in the absence of complete or consistent data/information.
Autonomy, Accountability and Working with Others	
E1	Exercise substantial autonomy and initiative in professional and equivalent activities taking the initiative in enhancing the work of the school and leading effective implementation, in relation to the Standard for Career-Long Professional Learning if applicable.
E2	Take responsibility for own work and/or significant responsibility for the work of others, in relation to the Standard for Career-Long Professional Learning if applicable.
E3	Demonstrate leadership and initiative and make an identifiable contribution to change and development, in relation to the Standard for Career-Long Professional Learning if applicable.
E4	Practise in ways which draw on critical reflection on own and others' roles and responsibilities and encourage colleagues to bring about improvement, in relation to the Standard for Career-Long Professional Learning if applicable.
E5	Deal with complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices, in relation to the Standard for Career-Long Professional Learning if applicable.

Masters Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	PGES11001	Masters Dissertation	60	☐	☐	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Masters Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
		n/a		☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 11- Masters
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

In line with the Regulatory Framework, individuals who successfully complete the remaining core Masters Dissertation and who achieve a total of 180 credits will be eligible for the award of Postgraduate Diploma in TESOL.

Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)

Links: UWS Regulatory Framework; and Student Experience Policy Statement.

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework.

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School.

Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61).

For students studying at Level 11, they will normally be eligible for an exit award of PgCert / PgDip / Masters in Combined Studies.

Version no: 1

Change/Version Control

What	**When**	**Who**
New template	Apr 25	M Mullen