

University of the West of Scotland

Module Descriptor

Session: 20425

Title of Module: Advanced English 2			
Code: ENGL09004	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	L Holmes		
Summary of Module			
This module, delivered in a blended format, is designed for learners with a post-intermediate level of English who want to consolidate this to reach a level of English at CEFR Level C1 and who need to be able to express complex concepts in English competently and confidently. It is a core module for students studying for a degree in English as a Second Language but will also serve as an option for those who want to take a complementary language course. It will develop further specialist language knowledge and communication skills as well as enhancing learner autonomy and initiative. In this intensive module students will develop and extend the skills of listening, speaking, reading and writing in a variety of unpredictable contexts. Throughout the course grammatical and lexical features of the language will be consolidated or refreshed in context and students will be encouraged to independently address gaps in their knowledge with the support of e-learning material. Skills developed will be enhanced in class through presentations, role plays, pair and group work exercises, written assignments and other interactive activities whose topical content will be current affairs and cultural issues; in addition, work-related and workplace opportunities will be explored, where appropriate, to enable learners to develop global citizenship skills, foster inclusivity and an appreciation of the wellbeing of others in order to enable them to be ready for work in local and global contexts.			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:

☒	☐	☐	☐	☐	☐	Add name
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Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☐	Term 2	☒	Term 3	☐
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Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Prepare and deliver a short, formal presentation, in English, and take a leading role in subsequent discussion
L2	Understand gist and key information from complex spoken and written texts in English, within a variety of topic areas
L3	Write in English using mainly accurate, wide-ranging and effective grammar and vocabulary appropriate to this level
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 9 Demonstrating detailed understanding of grammatical, lexical and phonological features of the language. Understanding selected aspects of the history, culture and society of English-speaking countries
Practice: Applied Knowledge and Understanding	SCQF Level 9 Understanding written and spoken texts intended for a general audience and delivering presentations on, and engaging in, oral discussion of selected aspects of the history, culture and society of English-speaking countries. Applying knowledge of grammar and language features to demonstrate competence in receptive and productive skills.
Generic Cognitive Skills	SCQF Level 9 Extracting, appraising and analysing key information to derive conclusions from spoken and written sources. Structuring concepts and ideas to produce effective written papers and oral presentations
Communication, ICT and Numeracy Skills	SCQF Level 9 Making effective and consistent use of library resources, electronic media, VLE to inform and organise studying and using ICT applications for oral presentations. Displaying confident and accurate oral presentation skills in relation to specific tasks.

Autonomy, Accountability and Working with others	SCQF Level 9 Demonstrating effective study techniques and organisational skills to develop knowledge and complete papers, presentations and projects within deadlines. Working cooperatively and accountably with other learners inside and outside class. Exercising autonomy and initiative in learning	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	CEFR B2 or equivalent
Co-requisites	Module Code:	Module Title:

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. This module is delivered in a blended format via practical and communicative language classes and through the University's virtual learning platform. Students will be active participants in class and will work in pairs and /o rgroups to practise and develop their receptive and productive language skills. Independent learning is an integral part of this course and students will be given written and oral tasks to be completed outside class in preparation for, and consolidation of, classroom work. Students will develop critical thinking and research skillst o enhance their current studies and future careers.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Independent Study	104
Tutorial/Synchronous Support Activity	30
Asynchronous Class Activity	30
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Cunningham, S. and Moor, P. (2014). Cutting Edge Advanced 3rd Edition. Pearson Education.

Oxford Advanced Learners' English Dictionary , Oxford, Oxford University Press (or equivalent)

In-house authentic learning materials to be made available on Aula and in class

*E-learning materials valid at time of delivery *

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

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 module, academic engagement equates to the following:

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: All full-time students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Languages
Moderator	
External Examiner	V McDonagh
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 Summative assessment 1 -Coursework (60%) will consist of a practical assignment comprising the research for a presentation and follow-up discussion and notes
Assessment 2 Summative assessment 2 –Personal written project (40%) which will assess the detailed skills of reading and writing developed and acquired throughout the course.
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	X					60	0.5

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
		X	X			40	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	0.5 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)