

University of the West of Scotland

Module Descriptor

Session: 24-25

Title of Module: General Academic English Proficiency 1			
Code: ENGL10003	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	M Mullen		
Summary of Module			
This module will be delivered in a blended format and is designed for learners with an advanced level of English who wish to build on this, and who need to be able to express complex concepts in English. It is a core module for students studying for a degree in English as a Second Language but may also be taken as an optional module by EU/International students whose first language is not English, and whose level of English meets the module's pre-requisites. It will develop specialist language knowledge and communication skills appropriate to this level, in order to help students increase their English language proficiency and will promote learner autonomy and initiative. In this intensive module, students will be introduced to a range of academic language skills, while extending the skills of listening, speaking. Throughout the course, grammatical and lexical features of the language will be consolidated in context, and students will be encouraged to independently address gaps in their knowledge via e-learning and guided independent study. Skills will be practised in class through presentations, role plays, pair- and group-work exercises, written assignments and other interactive activities whose topical content will include 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 and increase cultural awareness, and will foster inclusivity and an appreciation of the wellbeing of others in order to enable students 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

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

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 an extended research-based presentation in English on a cultural topic and take a leading role in subsequent discussion.
L2	Demonstrate a good level of competence in the comprehension of authentic spoken and written materials in English
L3	Research, evaluate and critically analyse specialised written material in English at level C1 of the Common European Framework of Reference (CEFR) for Languages in relation to topics covered in class
L4	Write an analytical, research-based report in English dealing with a historical, social or political issue dealt with in class, at level C1 of the CEFR
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 10. Demonstrate and/or work with: - a detailed knowledge and understanding of grammatical, lexical and phonological features of the English language, appropriate to this level. - a critical understanding of selected aspects of the history, culture and society of English-speaking countries. - an appreciation of the internal diversity and transcultural connectedness of cultures, and an attitude of curiosity and openness towards other cultures

Practice: Applied Knowledge and Understanding	SCQF Level 10. The ability to use a range of the principal skills (speaking, listening, reading and writing) and practices associated with using the English language in appropriate contexts The ability to use and present material in the target language in written and oral forms in a clear and effective manner The ability to appreciate and critically evaluate one’s own culture, as well as those of others Library, bibliographic and online research skills	
Generic Cognitive skills	SCQF Level 10 Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues Ability to use language creatively and precisely for a range of purposes and audiences Ability to contextualise from a variety of perspectives Ability to engage with and interpret layers of meaning within texts and other cultural products	
Communication, ICT and Numeracy Skills	SCQF Level 10 Make formal presentations on standard / mainstream topics in English to informed audiences. Use a range of software and VLE platforms to support and enhance work at this level Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets Accurate and effective note-taking and summarising skills	
Autonomy, Accountability and Working with others	SCQF Level 10 The ability to work autonomously, manifested in self-direction, self-discipline, and time management Show self-reliance, initiative, adaptability and flexibility Take significant responsibility for the work of others and for a range of resources The ability to work creatively and flexibly with others as part of a team to bring about change, development and /or new thinking	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:

	Other:	CEFR Upper B2/Lower C1 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.	
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)
Choose an item.	36
Choose an item.	164
	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: In-house learning materials made available in-class and via Aula Hewings, M. (2006) Advanced Grammar in Use (with answers), Cambridge, Cambridge University Press. (or equivalent) Oxford Advanced Learners Dictionary/Oxford English Dictionary (both available online)	
(**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:

All fulltime 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	Katy Highet
External Examiner	V McDonagh
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Coursework 60%
Class test 40%
(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)

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

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

Combined Total for All Components	100%	2.5hours
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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

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