



## Module Descriptor

Title	English Language Course for Partnership Students		
Session	2025/26	Status	
Code	ENGL09004	SCQF Level	0
Credit Points	N/A	ECTS (European Credit Transfer Scheme)	N/A
School	Education and Social Sciences		
Module Co-ordinator	P Barrowcliffe		
<b>Summary of Module</b>			
<p>This English Language Course is designed for students on the Special Overseas Partnership Programme. It is an intensive course for students to improve their level of English before undertaking a programme of academic study at UWS. It is for students with a level of English corresponding to IELTS Overall 5.0 with no component below 4.5. For potential Chinese students without an IELTS score, we can accept a combination of the CET6 400 / CET4 480 / TEM4 57 / TEM8 5 plus a speaking and listening score from the UWS English Language Entry Test. By the end of the module, students will have reached a level corresponding to IELTS 6.0 overall.</p> <p>The module is designed to improve students' English language skills and to prepare them for all aspects of academic study. Module content will include general English to improve everyday communication skills, and academic English and study skills to enable students to successfully undertake a programme of academic study.</p> <p>This is a 12-week course with 15 taught hours each week. All classes will be delivered on campus. Classes will be interactive and communicative, with a range of activities such as group discussions, presentations, and listening, reading, and writing practice activities. In addition to attending and participating in classes, students will also have to complete regular homework assignments to consolidate what they have learned and to prepare for your next classes.</p> <p>The assessment instrument will be the UWS English Language Entry Test.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input checked="" type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input checked="" type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input checked="" type="checkbox"/>	

Learning Outcomes	
<b>L1</b>	Reading skills: Identifying the main points, purpose, and details of complex written English. This includes recognizing how vocabulary and text features are used to convey meaning
<b>L2</b>	Writing: Demonstrate an ability to produce an extended written assignment, with due attention to text organisation, clarity of text, stylistic appropriateness, and accuracy of linguistic forms at CEFR B2 level. Using and detailed language, grammar, spelling, and punctuation to convey meaning. This also includes using conventions of style and layout.
<b>L3</b>	Speaking: Demonstrate an ability to deliver an oral presentation, and engage in discussion of a small-scale research project, with due attention to communicative effectiveness, fluency and clarity of speech, stylistic appropriateness, and accuracy of linguistic forms, at CEFR B2 level
<b>L4</b>	Listening: Demonstrate an ability to understand general and specific information about a variety of topics at s CEFR B2 level
<b>L5</b>	

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 6</b> Learners should be able to use language at the word and sentence level. They should be able to focus on word formation, spelling, and meaning.

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	They should also be able to focus on word order, combining phrases, and sentence structure.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 6</b> learners can develop core skills such as communication, problem solving, and working with others. They can also develop transferable skills such as critical thinking, analytical skills, and giving presentations.
<b>Generic Cognitive skills</b>	<b>SCQF 6</b> Learners should be able to obtain, organise and use factual, theoretical and/or hypothetical information in problem solving; Make generalisations and predictions; Draw conclusions and suggest solutions.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 6</b> Learners should be able to use a wide range of skills, for example: Produce and respond to detailed and relatively complex written and oral communication in both familiar and unfamiliar contexts; Select and use standard ICT applications to process, obtain and combine information; Use a wide range of numerical and graphical data in routine contexts which may have non-routine elements.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 6</b> Learners should be able to take responsibility for carrying out a range of activities where the overall goal is clear, under non-directive supervision; manage limited resources within defined and supervised areas of work; take account of roles and responsibilities related to the tasks being carried out and take a significant role in the evaluation of work and the improvement of practices and processes.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b> IELTS 5.0 overall with no component below 4.5	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
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 is a non-credit bearing course delivered over 12 weeks, including 15 taught hours weekly.	
<b>Learning Activities</b>  During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b>  (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	180
Independent Study	180
Please select	
Please select	
Please select	

Please select	
<b>TOTAL</b>	360

### Indicative Resources

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

The following E-books will be used for this course:

This course uses the Cambridge Unlock Series, Level 3:

- Unlock Reading, Writing & Critical Thinking
- Unlock Listening, Speaking & Critical Thinking

These will be provided by the coordinator at the start of the course.

**(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 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](#).**

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using our VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning

and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

<https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/>

**(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

<b>Divisional Programme Board</b>	<b>Please select</b>
<b>Overall Assessment Results</b>	<input checked="" type="checkbox"/> <b>Pass / Fail</b> <input type="checkbox"/> <b>Graded</b>
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> <b>Yes</b> <input checked="" type="checkbox"/> <b>No</b> <b>If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.</b>
<b>School Assessment Board</b>	Languages
<b>Moderator</b>	F Leon Solis
<b>External Examiner</b>	N/A as this is a non credit bearing course
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> <b>Yes</b> <input checked="" type="checkbox"/> <b>No</b>
<b>Changes / Version Number</b>	

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
UWS English Language Entry test Reading Component
<b>Assessment 2</b>
UWS English Language Entry test Writing component
<b>Assessment 3</b>
UWS English Language Entry test Listening and Speaking component
<p>(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.</p> <p>(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.)</p>

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours

English Language Test Reading Component	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
---	-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--	--

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
English Language Test Writing Component	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
English Language Test Listening and Speaking Components	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

#### Change Control

What	When	Who