Module Descriptor

Title	Academic Study in English 1		
Session	2025/26	**Status**	
Code	ENGL07007	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	P Barrowcliffe		

Summary of Module

This module is designed for students who are at the beginning of their university studies and need to familiarize themselves with academic conventions. It aims to introduce students to the necessary academic skills in English to be successful in a UK-based academic context by developing their academic language skills as well as learner autonomy and initiative. During the module, they will develop an understanding of basic principles of academic research, and they will be introduced to how to search for, classify and evaluate documentary sources. Linguistically, students will be introduced to different academic reading and writing techniques, that will help them to produce a written assignment, with due attention to text structure, clarity of text, linguistic accuracy, and stylistic appropriateness. In addition, students will be introduced to how to prepare and deliver academic presentations, with due attention to stylistic appropriateness, clarity and linguistic accuracy. Throughout the module, selected areas of grammar, lexis, style, discourse and communication will be introduced, and students will be encouraged to develop their independent research skills and learner initiative through guided use of the university library and other resources.

At the end of the module, students will be expected to demonstrate a level of language comparable to the lower band of level B2 in the CEFR.

Module Delivery Method	On-Campus[1]	Hybrid[2]	Online[3]	Work -Based Learning[4]
	☒	☐	☐	☐

[1] 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.

[2] 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.

[3] 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.

[4] 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

Campuses for Module Delivery	Ayr ☐	Lanarkshire ☐	Online / Distance Learning ☐
	Dumfries ☐	London ☐	Other (specify) ☐
		Paisley ☒	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Effectively demonstrate an understanding of basic principles of academic research and writing at the lower band of CEFR B2 through a written task.
L2	Effectively demonstrate an ability to deliver an oral presentation with due attention to communicative effectiveness, fluency and clarity of speech, stylistic appropriateness, and accuracy of linguistic forms, at the lower band of CEFR B2.
L3	Effectively demonstrate an ability to work independently and under their own initiative and manage their time and workload.
L4	Effectively demonstrate the ability to use the library and electronic media for language learning purposes.

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 7 Demonstrate an understanding of the difference between explanations based on evidence and research and other sources, and of the importance of this difference for the context of academic English.
Practice: Applied Knowledge and Understanding	SCQF 7 Apply theoretical knowledge of academic written and spoken conventions into presentations and writing.
Generic Cognitive skills	SCQF 7 Present and evaluate arguments, information and ideas orally and in writing.
Communication, ICT and Numeracy Skills	SCQF 7 Select and use online library resources to process and obtain a variety of information and data.
Autonomy, Accountability and Working with Others	SCQF 7 Exercise some initiative and independence in carrying out academic research activities at a professional level in employing academic English skills .

Prerequisites	Module Code	Module Title
	Other	

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	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Independent Study	164
TOTAL	200

Indicative Resources

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

Bailey, S. (2018) Academic writing: a handbook for international students. Fifth Edition. New York: Routledge

Cottrell, S (2023) Critical thinking skills; effective analysis, argument and reflection. Fourth Edition. London: Bloomsbury Academic

(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 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.

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

Divisional Programme Board	Education
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **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.**
School Assessment Board	Languages
Moderator	TBC
External Examiner	TBC
Accreditation Details	UWS
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Coursework (30%)
Assessment 2
Coursework (30%)
Assessment 3
Presentation (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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**		**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Coursework (Draft written assignment)	☒	☒	☒	☐		30	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**		**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Coursework (Final written assignment)	☒	☒	☒	☐		30	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**		**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation and question and answers	☒	☒	☒	☒		40	3
Combined total for all components						100%	3 hours

Change Control

What	When	Who
Transferred to new module descriptors	Oct 24	K Highet