



Module Descriptor

Title	English Language Skills 7.2		
Session	2025/26	Status	
Code	ENGL07010	SCQF Level	7
Credit Points	20	ECTS (European Credit Transfer Scheme)	20
School	Education and Social Sciences		
Module Co-ordinator	M Mullen		
Summary of Module			
<p>This module is a follow up to English Language 7.1, in which learners started their journey through the CEFR B2 level so that they can begin to ‘understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation, interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party, produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options’ (Council of Europe CEFR B2 level descriptor, 2024).</p> <p>The aim of the module is to support the students in this journey, at a slightly more advanced level than in 7.1. They will continue to be being exposed to and engaging with authentic examples of language at a level, and on themes, that are appropriate to the overall programme and can be tailored to individual interests and research ideas.</p> <p>This journey will continue to be supported through use of a level-appropriate course book (Cambridge Unlock, Level 4), which provided guided practice with and use of all four English language skills, and which is further augmented by weekly in class skill-based tasks and by independent study. .</p>			

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/> Ayr		<input type="checkbox"/> Lanarkshire		<input type="checkbox"/> Online / Distance Learning	
	<input type="checkbox"/> Dumfries		<input type="checkbox"/> London		<input type="checkbox"/> Other (specify)	
	<input checked="" type="checkbox"/> Paisley					
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Communicate orally at a lower intermediate level on topics such as current affairs, science, language learning, education, and other relevant topics at approximately mid B2 level of CEFR
L2	Demonstrate competence in listening skills in English at mid B2 level of CEFR
L3	Extract a gist and some specified detail of texts relating to current affairs, science, language learning, education, and other relevant topics at approximately mid B2 level of CEFR
L4	Write short texts in English regarding current affairs, science, language learning, education, and other relevant topics, at approximately mid B2 level of CEFR
L5	Demonstrate an understanding of grammatical, lexical and phonological features of English, at an approximately mid B2 level of 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 7 Within the context of the material presented on the module, an understanding of the difference between explanations based on evidence and/or research and other sources, and of the importance of this difference.
Practice: Applied Knowledge and Understanding	SCQF 7 In practical contexts related to the material presented on the module
Generic Cognitive skills	SCQF 7 Present and evaluate arguments, information and ideas that are related to current affairs, science, language learning, education, and other relevant topics
Communication, ICT and Numeracy Skills	SCQF 7 Select and use standard ICT applications to process and obtain a variety of information and data related to current affairs, languages, and other relevant topics..
Autonomy, Accountability	SCQF 7

and Working with Others	Exercise some initiative and independence in carrying out research in relation to topics such as current affairs, science, language learning, education, and other relevant topics..
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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
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Cambridge Unlock Level 3:</p> <p>Unlock Level 3 Reading, Writing and Critical Thinking Student's Book with Digital Pack</p> <p>Unlock Level 3 Listening, Speaking and Critical Thinking Student's Book with Digital Pack</p> <p>(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)</p>

Attendance and Engagement Requirements
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>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</p>

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](#).

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	V McDonagh
Accreditation Details	UWS
Module Appears in CPD catalogue	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Portfolio of Work (70%)

Assessment 2

Class Test (30%)

Assessment 3

(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	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours

Portfolio of Work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	70	0
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Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Class Test	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30	2
Combined total for all components						100%	2 hours

Change Control

What	When	Who
Transfer to new Template	Oct 24	M Mullen