University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: Introduction to Spanish 1			
Code: SPAN07007	**SCQF Level: 7 (Scottish Credit and Qualifications Framework)**	**Credit Points: 10**	**ECTS: 5 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	F Leon Solis		

Summary of Module

This module is aimed at total beginners of Spanish. No prior knowledge is required. Students will be introduced to some fundamentals of Spanish: for example, articles, demonstratives, pronouns, possessivesand the present tense. There will be a systematic approach to explanations of sentence structures in communicative scenarios and to vocabulary development.

Classes will be a mixture of lecture and seminar. In the lecture session of the class the main grammar pointswill be introduced. In the seminar section the grammar will be practised through grammatical exercises to make students aware of the workings of the language; presentations; role plays; pair-work exercises; and other interactive activities.

The topical content of these activities will include: greeting, asking and giving personal information numbers, basic daily routines, telling time and dates, asking for and giving directions, describing people and places. Thestudents will also be introduced to basic cultural conventions of Spain and other Spanish-speaking countries.

Spanish will be the working vehicle of the class, where all four language skills (listening, speaking, reading and writing) will be developed. Students will be expected to practice outside class time by means of written assignments and other pieces of homework. Learning will also be supported by the use of the use of virtuallearning environments.

The level of success of the students will be evaluated by means of a mixture of writing, listening, reading andspeaking tests.

The mode of delivery will typically be 2- hour classes per week for 12 weeks.

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	Communicate orally in situations involving personal information and daily activities at the lower band of A1of CEFR
L2	Demonstrate basic competence in listening skills in Spanish at the lower band of A1 of CEFR
L3	Extract a gist and some specified detail of texts relating to letters to friends, public notices, as well asshort and uncomplicated pieces of written news at the lower band of A1 of CEFR
L4	Write short texts in Spanish regarding personal information, basic daily routines and leisure activities anddescribing people and places, at the lower band of A1 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 Level **7** Understanding grammatical and syntactic concepts and elements of the Spanishlanguage Demonstrating understanding of social conventions of Spanish-speaking cultures
Practice: Applied Knowledge and Understanding	SCQF Level **7** Use of language skills relevant to everyday situations; Understanding of written and recorded texts based on everyday situations
Generic Cognitive skills	SCQF Level **7** Giving and asking for personal information Getting by in everyday situations

Communication, ICT and Numeracy Skills	SCQF Level **7** * Communicating in routine situations and in everyday problem situations using basic structures and vocabulary * Interpreting uncomplicated written and audiovisual texts * Understanding dates, time, prices
Autonomy, Accountability and Working with others	SCQF Level **7** * Working effectively individually or in teams * Managing limited resources and being able to address own learning needs

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: N/A	**Module Title: N/A**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching	
This module is a practical language class which offers the opportunity to students to develop their formal knowledge of the Spanish language and of prescribed topics. Students engage in a variety of activities in class and in independent study to practice their language skills. The four skills are developed through class activities: listening to audio/video recordings; working in pairs or in small groups to work on speaking skills, engaging in a variety of reading exercises to develop skills in Spanish. Grammatical work is consolidated through related speaking tasks and homework exercises. The module is supported by the use of Virtual Learning environments,which are integral to the student learning experience, enhancing the use of external links for guided and independent study.	
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 100 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	18
Asynchronous Class Activity	20
Independent Study	58
Personal Development Plan	4
	Hours Total 100
**Indicative Resources: (eg. Core text, journals, internet access)	

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

All teaching materials will be made available by the lecturer. Extra material, homework and extra tasks and extra sources will be provided in class or via VLE.

Click or tap here to enter text.

(**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.

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

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Moderator	L Giraud
External Examiner	TBC
Accreditation Details	N/A
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
CLASS TEST (65%)
COURSEWORK (35%)
(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
CLASS TEST	✓	✓	✓	✓	65	2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
COURSE WORK			✓	✓	35	0

Combined Total for All Components	**100%**	**2 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)