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 & 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, possessives and 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 points will 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. The students 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 virtual learning environments.

The level of success of the students will be evaluated by means of a mixture of writing, listening, reading and speaking 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	HybridO	Work-based Learning
	✓	✓			

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.
Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations
Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.
HybridC
Online with mandatory face-to-face learning on Campus
HybridO
Online with optional face-to-face learning on Campus
Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓	✓	✓	✓		✓	

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

Learning Outcomes: (maximum of 5 statements)
On successful completion 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 A1 of 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 as short 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 and describing 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 Spanish language 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 personal information and information about the environment Addressing day to day problems in Spanish speaking countries Gathering information from a variety of sources
Communication, ICT and Numeracy Skills	SCQF Level 7. Communicating in routine situations and in everyday problem situations. Interpreting uncomplicated written and aural texts Use of the Library and other learning resources such as Moodle or the Internet Use of IT to present documents in an appropriate form.
Autonomy, Accountability and Working with others	SCQF Level 7. Working individually or in teams, demonstrating initiative and decision-making skills Managing basic resources and being able to address own learning

	needs. Managing time in order to meet deadlines.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

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 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	20
Asynchronous Class Activity	20
Independent Study	56
Tutorial/Synchronous Support Activity	4
	100 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Class and guided-study materials will be provided by the lecturer.
(**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)
Engagement Requirements
In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:
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/

Supplemental Information

Programme Board	Education
Assessment Results (Pass/Fail)	No
Subject Panel	Languages
Moderator	L Giraud
External Examiner	I Gutierrez-Gonzalez
Accreditation Details	
Version Number	1.04

Assessment: (also refer to Assessment Outcomes Grids below)
CLASS TEST 65%
COUSEWORK 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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

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 (practical)	✓	✓	✓	✓	65	2	

Component 2

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

Portfolio of written work			✓	✓	35	0	
Combined Total For All Components					100%	2 hours	

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity
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 Moodle, 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.

UWS Equality and Diversity Policy |
| (N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School) |