



## Module Descriptor

<b>Title</b>	French 2.2		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	FREN08002	<b>SCQF Level</b>	8
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Education and Social Sciences		
<b>Module Co-ordinator</b>	L. GIRAUD		

### Summary of Module

This module, aimed at students who have studied French 2.1 or have reached an equivalent level in French, will continue to develop understanding and use of the French language. As in French 2.1, the themes covered in this module include matters regularly encountered in work and leisure. These themes are designed to equip students with a wide range of situations which they are likely to encounter when living in France: discussing newspaper reading and television viewing habits, expressing wishes and aspirations, expressing views about the environment and gender equality, making complaints and reproaches about antisocial behaviour.

The main grammar points to be covered are: the conditional mood; the passive voice; the subjunctive mood to express wish, doubt and purpose; reported speech in the past; the indirect pronoun y.

The classes are practical and student-centred. Class time will be devoted mostly to listening, speaking, and some grammar teaching and practice at approximately B2 level of the CEFR. Debating tasks and role-plays will improve fluency. Reading and writing will be done mostly outside the classroom, but students will also be expected to do some specific listening practice on their own. Students will be expected to do a presentation on one of the themes studied.

Module Delivery Method	On-Campus <sup>1</sup>	Hybrid <sup>2</sup>	Online <sup>3</sup>	Work -Based Learning <sup>4</sup>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<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

<b>Campuses for Module Delivery</b>	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley		<input checked="" 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 type="checkbox"/>

<b>Learning Outcomes</b>	
<b>L1</b>	Discuss orally the issues raised by themes studied at approximately B2 level of the CEFR;
<b>L2</b>	Demonstrate understanding of clear spoken texts or of a radio/tv programme relating to selected topics at approximately B2 level of the CEFR;
<b>L3</b>	Demonstrate comprehension of high frequency every day written texts and/or personal letters relating to selected topics at approximately B2 level of the CEFR;
<b>L4</b>	Write simple connected texts and/or personal letters on selected topics at approximately B2 level of the CEFR.
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<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 8</b> Understanding grammatical concepts and the structure of the French language; Gaining Knowledge of some aspects of French culture.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 8</b> Understanding the main points of clear standard speech on prescribed topics; Understanding the main point of a radio/tv programme on topics of personal or professional interest when the delivery is relatively slow and clear; Dealing with most situations likely to arise whilst travelling in France or any other French-speaking country; Understanding the main points of written texts or personal letters.
<b>Generic Cognitive skills</b>	<b>SCQF 8</b> Using a range of resources to develop language learning; Using different approaches to problem-solving in every day situations; Learning to negotiate in French whilst confirming mutual understanding; Initiating, maintaining and closing simple face-to-face conversation on prescribed topics.

<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 8</b></p> <p>Retrieving and using on-line materials as a means to understanding grammatical concepts, and for supplementary information for use in debates;</p> <p>Interpreting and presenting basic data relevant to specific topics in short formal presentations;</p> <p>Using a range of IT applications as a support and/or research tool.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 8</b></p> <p>Working effectively individually or in teams;</p> <p>Managing limited resources and addressing own learning needs;</p> <p>Managing time to meet deadlines.</p>

<b>Prerequisites</b>	<b>Module Code</b> FREN08001	<b>Module Title</b> French 2.1 or equivalent
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b> N/A

<b>Learning and Teaching</b>	
<p>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.</p> <p>This module is a practical language class which provides the students with the opportunity to develop greater fluency and accuracy. The study of a contemporary novel and/or film, as well as the choice of topics will develop understanding of cultural differences. Students engage in a variety of activities in class and in independent study to practise their language skills. Skills are developed through class activities (listening to audio and video recordings; working in small groups and taking part in group or pair discussions) and weekly assignments (thorough study of grammar points; listening to audio and video recordings; writing of short texts; reading of articles and literary prose).</p> <p>The use of the Virtual Learning Environment will be integral to the student learning experience, enhancing the use of external links for independent study.</p>	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
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
Asynchronous Class Activity	40
Independent Study	112
Personal Development Plan	12
n/a	
n/a	
<b>TOTAL</b>	<b>200</b>

### Indicative Resources

**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.

**(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:**

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

### 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](#).**

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

**(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

<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input 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.
<b>School Assessment Board</b>	LANGUAGES
<b>Moderator</b>	S. WYLIE
<b>External Examiner</b>	M. VINCENT
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Changes / Version Number</b>	

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
COURSEWORK 40%
<b>Assessment 2</b>
CLASS TEST 60%
<b>Assessment 3</b>
(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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
COURSEWORK	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	40	

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
CLASS TEST	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60	2

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

## Change Control

What	When	Who
new template, no changes 25/26	Mar 215	L Giraud