Title of Module: Business English 3.2

Code: ENGL09002	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	M Mullen		

Summary of Module

This module is aimed at learners with an upper-intermediate to advanced level knowledge of general English who would like to build on this to reach a level of English at CEFR Level C1 and who need to be able to express business concepts in English competently and confidently. It is suitable for students who are studying for degrees in Business and want a compatible and complementary language course. It is also suitable for people who need specialist language knowledge and professional communication skills in their jobs. In this intensive module the students will be introduced to a wide business vocabulary, while extending the skills of listening, speaking, reading and writing. Throughout the course grammatical and lexical features of the language are consolidated or refreshed in context and students are encouraged to independently address any learning gap in their knowledge. Skills required in professional Business English contexts will be practised through presentations, role plays, pairwork exercises, written assignments (eg reports, poster presentations, job application letters, press releases), and other interactive activities whose topical content will include: negotiations, competition, international business, human resources, business start-ups, reputations.

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. Prepare and present a fluent, accurate and competent formal presentation in English on a pre-prepared business topic chosen by the student

L2. Discuss and express opinions on business topics in a very competent way in role-plays and in debates and defend point of view in presentation follow-up questions and answers

L3. Understand all gist and key information from complex spoken texts in English within a variety of topic areas

L4. Understand all gist and key information from complex written texts in English within a variety of topic areas

L5. Write assignments in English on business topics and write an essay under examination conditions using consistently and accurately a wide and effective range of grammar and vocabulary

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 9. Demonstrating detailed understanding of grammatical, lexical and phonological features of the language. Demonstrating operational awareness of selected socio-economic aspects of the topics studied
Practice: Applied Knowledge and Understanding	SCQF Level 9. Applying knowledge of grammar and language features to demonstrate competence in receptive and productive skills. Applying knowledge of some significant socio-economic issues to participate in discussion and debate and inform written production.
Generic Cognitive skills	SCQF Level 9. Extracting, appraising and analysing key information to derive conclusions from spoken and written sources. Demonstrating strategies for effective spoken and written analysis of business situations in English-speaking countries
Communication, ICT and Numeracy Skills	SCQF Level 9. Making effective and consistent use of the library resources, electronic media, VLE to inform and organise studying and using IT applications to present documents in an appropriate form. Displaying confident and accurate oral presentation skills in accordance with a rubric.
Autonomy, Accountability and Working with others	SCQF Level 9.

	Demonstrating effective study techniques and organisational skills to develop knowledge and complete projects within deadlines. Working cooperatively and accountably with other learners inside and outside class.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	CEFR Upper B2/Lower C1 or equivalent
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
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	33
Independent Study	107
Asynchronous Class Activity	30
Tutorial/Synchronous Support Activity	30
	200 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: Hewings, M. (2006) Advanced Grammar in Use (with answers), Cambridge, CambridgeUniversity Press. (or equivalent) Mascull, B. (2006) Business Vocabulary in Use: Advanced(with answers) , Cambridge, Cambridge University Press (or equivalent) Naunton, J. (2006) Profile 3 Upper- Intermediate, (Units 7-12) Oxford, Oxford University Press (or equivalent) Oxford Business English Dictionary , Oxford, Oxford University Press (or equivalent) Some useful resources on the Web: http://www.bbc.co.uk/worldservice/learningenglish/business/index.shtml
(**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: In line with the Academic Engagement and Attendance 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 Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link:
https://www.uws.ac.uk/media/4153/academic-engagement-and-attendance-procedure.pdf

For the purposes of this module, academic engagement equates to the following:
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)	Yes
Subject Panel	Languages
Moderator	M Mullen
External Examiner	B Matthews
Accreditation Details	None
Version Number	2.05

Assessment: (also refer to Assessment Outcomes Grids below)
Presentation (60%)
Class test (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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓	✓	✓			60	0.5

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)				✓	✓	40	2
Combined Total For All Components						100%	2.5 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 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/

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)