University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module Business English 3.2			
Code: ENGL09002	**SCQF Level: 9**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	K Highet		

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**	**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	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 phonologicalfeatures of the language. Demonstrating operational awareness of selected socio-economic aspects of thetopics 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 fromspoken and written sources. Demonstrating strategies for effective spoken and written analysis of businesssituations 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 arubric.
Autonomy, Accountability and Working with others	SCQF Level **9** Demonstrating effective study techniques and organisational skills to develop knowledge and complete projects within deadlines..

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:**

Learning and Teaching	
This module is delivered in a blended format via interactive and communicative classes. Students will be activeparticipants in class and will work in pairs and /or groups to discuss, analyse and assess course material. Independent learning is an integral part of this course and students will be given written and oral tasks to be completed outside class in preparation for, and consolidation of, classroom work. Students will develop critical thinking and research skills to enhance their current studies and future careers.	
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	36
Independent Study	164
	Hours Total 200
**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. (orequivalent)

Mascull, B. (2006) Business Vocabulary in Use: Advanced(with answers) , Cambridge, Cambridge UniversityPress (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)

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:

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All fulltime students (part-time and distant learning students should check with their programme leader for anyqueries) are required to attend all scheduled classes and participate with all delivered elements of the moduleas 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/

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
Moderator	M Mullen
External Examiner	V McDonagh
Accreditation Details	
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.
Assessment 1 PRESENTATION 60%
Assessment 2 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 Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

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

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				✓	✓	40	2
Combined Total for All Components						**100%**	**2.5 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)