

University of the West of Scotland

Module Descriptor

Session: 202324

Title of Module: Advanced English 1			
Code: ENGL09003	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	K Highet		
Summary of Module			
<p>This module, delivered in a blended format, is designed for learners with a post-intermediate level of English who would like to build on this to reach a level of English at CEFR Level upper B2 / lower C1 and who need to be able to express complex concepts in English with some confidence. It is a core module for students studying for a degree in English as a Second Language but will also serve as an option for those who want to take a complementary language course. It will develop specialist language knowledge and communication skills as well as learner autonomy and initiative. In this intensive module the students will be introduced to a wide vocabulary, while extending the skills of listening, speaking, reading and writing in a variety of contexts which will offer a degree of unpredictability. Throughout the course grammatical and lexical features of the language will be developed in context and students will be enabled to independently address gaps in their knowledge while developing their skills in e-learning. Skills will be practised in class through presentations, role plays, pair and group work exercises, written assignments and other interactive activities whose topical content will include current affairs and cultural issues; in addition, work-related and workplace opportunities will be explored, where appropriate, to enable learners to develop global citizenship skills, foster inclusivity and an appreciation of the wellbeing of others in order to enable them to be ready for work in local and global contexts.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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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 deliver a short, formal presentation, in English, and respond to subsequent discussioncritically
L2	Understand gist and key information from detailed spoken and written texts in English, within a variety oftopic areas
L3	Write in English using reasonably accurate, wide-ranging and effective grammar and vocabularyappropriate to this level
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

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. Understanding selected aspects of the history, cultureand society of English-speaking countries
Practice: Applied Knowledge and Understanding	SCQF Level 9 Understanding written and spoken texts intended for a general audience anddelivering presentations on, and engaging in, oral discussion of selected aspectsof the history, culture and society of English-speaking countries. Applyingknowledge of grammar and language features to demonstrate competence inreceptive and productive skills.
Generic Cognitive skills	SCQF Level 9

	Extracting, appraising and analysing key information to derive conclusions from spoken and written sources. Structuring concepts and ideas to produce effective written papers and oral presentations	
Communication, ICT and Numeracy Skills	SCQF Level 9 Making effective and consistent use of library resources, electronic media, VLE to inform and organise studying and using ICT applications for oral presentations. Displaying confident and accurate oral presentation skills in relation to specific tasks.	
Autonomy, Accountability and Working with others	SCQF Level 9 Demonstrating effective study techniques and organisational skills to develop knowledge and complete papers, presentations and projects within deadlines. Working cooperatively and accountably with other learners inside and outside class. Exercising autonomy and initiative in learning	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	CEFR B2 or equivalent
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
<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 delivered in a blended format via practical and communicative language classes and through the University's virtual learning platform. Students will be active participants in class and will work in pairs and /or groups to practise and develop their receptive and productive language skills. 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.</p>	
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

Tutorial/Synchronous Support Activity	30
Asynchronous Class Activity	30
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Cunningham, S. and Moor, P. (2014). Cutting Edge Advanced 3rd Edition. Pearson Education</p> <p>In-house authentic learning materials to be made available on Aula and in class*</p> <p>Links will be provided via Aula to E-learning materials</p> <p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
<p>(**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)</p>	
Attendance and Engagement Requirements	
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p>	

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/>

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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Languages
Moderator	L Holmes
External Examiner	V McDonagh
Accreditation Details	e.g. ACCA Click or tap here to enter text .
Changes/Version Number	

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

There are two formal components: Summative assessment 1 -Presentation (60%) will consist of a practical assignment comprising the preparation of a short presentation and follow-up discussion and notes.

Assessment 2

Summative assessment 2 –Personal written project (40%) which will assess the skills of reading and writing developed and acquired throughout the course.

Assessment 3 – Free Text

(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)

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
	X	X				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
		X	X			40	0

Component 3							
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
Combined Total for All Components						100%	0.5 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)