

## University of the West of Scotland

## Module Descriptor

Session: 24-25

<b>Title of Module: English for Academic Purposes (Level 9)</b>			
<b>Code: ENGL09008</b>	<b>SCQF Level: 9 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	P. Barrowcliffe		
<b>Summary of Module</b>			
<p>This module is designed for students from a variety of academic disciplines whose first language is not English. It aims to develop such students' capacities to be successful in a UK-based academic context by developing their academic language skills as well as learner autonomy and initiative. Students will develop these skills in the context of an individual small-scale research project. During the module, they will develop an understanding of basic principles of academic research and project design, and they will learn to search for, classify and evaluate documentary sources, critically analyse and interpret such sources and social research data, and develop evidence-based and balanced conclusions on the basis of prior analysis.</p> <p>Linguistically, students will develop an ability to read, analyse, summarise and synthesise various source materials and social data, present and discuss research plans and results, and produce an extended written assignment, with due attention to text structure, clarity of text, linguistic accuracy, and stylistic appropriateness. Throughout the module, selected areas of grammar, lexis, style, discourse and communication will be developed and consolidated, and students will be encouraged to develop their independent research skills and learner initiative through guided use of the university library and other resources.</p> <p>At the end of the module, students will achieve a level of language comparable to the upper bound of level B2 in the CEFR.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>Hybrid C</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>
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The module will <b>normally</b> 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>

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	Demonstrate an understanding of basic principles of academic research, and an ability to conduct a small-scale research project, at the upper bound of CEFR B2.
L2	Demonstrate an ability to search for, evaluate, analyse and interpret documentary sources and social data, and to produce evidence-based and balanced conclusions based on prior analysis, at the upper bound of CEFR B2.
L3	Demonstrate an ability to deliver an oral presentation, and engage in discussion of a small-scale research project, with due attention to communicative effectiveness, fluency and clarity of speech, stylistic appropriateness, and accuracy of linguistic forms, at the upper bound of CEFR B2.
L4	Demonstrate an ability to produce an extended written assignment, with due attention to text organisation, clarity of text, stylistic appropriateness, and accuracy of linguistic forms, at the upper bound of CEFR B2.
L5	Demonstrate an ability to work independently and under their own initiative, and manage their time and workload.
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 <b>9</b>  Critical understanding of principles of academic research, including understanding of some core concepts

Practice: Applied Knowledge and Understanding	SCQF Level <b>9</b> Ability to apply principal techniques, practices, materials and routine methods of enquiry and research	
Generic Cognitive skills	SCQF Level <b>9</b> Critical analysis, evaluation and synthesis of data, ideas and concepts, drawing conclusions from a variety of sources, and development of solutions to problems.	
Communication, ICT and Numeracy Skills	SCQF Level <b>9</b> Ability to use a range of IT applications to support and enhance work, interpret, use and evaluate numerical and graphical data.	
Autonomy, Accountability and Working with others	SCQF Level <b>9</b> Ability to exercise autonomy and initiative in learning, in ways which take account of own and others' roles and responsibilities.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial/Synchronous Support Activity	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:

Bailey, S. (2017), *Academic Writing: A Handbook for International Students*. Abingdon: Routledge

Campbell C & Smith J (2012) *English for Academic Study: Listening*. Garnet Education

Cottrell, S. (2023) *Critical Thinking Skills*. Bloomsbury Publishing

McCormack J & Slaght J (2012) *English for Academic Study: Extended Writing and Research Skills*. Garnet Education

McCormack J & Watkins S (2024) *English for Academic Study: Speaking*. Garnet Education

Oshima A & Hogue A (2020) *Academic Writing*. Longman Phillips &

Slaght J & Harben P (2012) *English for Academic Study: Reading*. Garnet Education

Wilding, E. Manning, A. (2015) *Task 8: Presentations*. Student's book. Garnet Education

(\*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:

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](#).

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/>

(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

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Education
<b>Moderator</b>	M.Mullen
<b>External Examiner</b>	V McDonagh
<b>Accreditation Details</b>	UWS
<b>Changes/Version Number</b>	1.03

**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: Essay (draft) 35%

Assessment 2: Essay (final) 35%

Assessment 3: Presentation 30%

(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)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetable d Contact Hours</b>
Essay draft	x	x		x	x	35	0
<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetable d Contact Hours</b>
Final essay	x	x		x	x	35	0
<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetable d Contact Hours</b>
Presentation		x	x		x	30	0

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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)**