**Module Descriptor**

| Title | English Language Skills 9.2 | | |
|---|---|---|---|
| **Session** | 2025/26 | **Status** | |
| **Code** | ENGL09020 | **SCQF Level** | 9 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Education and Social Sciences** | | |
| **Module Co-ordinator** | **L Holmes** | | |

**Summary of Module**

This module is designed for learners who have a low-advanced level of English who would like to build on this to reach a level of English at CEFR Level mid C1 (mid advanced) and who need to be able to express increasingly complex concepts in English with confidence.

In this module the students will continue to engage in guided practice with and use of all four English language skills, and which is further augmented by weekly in class skill-based tasks and by independent study.

While the English Language modules at Levels 7 and 8 were supported by the use of a coursebook, from this point on, the English Language modules instead make use of materials developed in house, and tailored specifically to support the students in extending the skills of listening, speaking, reading and writing in a variety of contexts which will offer a degree of unpredictability.

As students are increasingly taking content-based modules elsewhere in their BA EL programme, they will now be able to incorporate further research on, discussion of, and output related to, the content of these modules, in a progressively knowledgeable and critical manner, moving towards an improved ability to make critical judgements regarding the discovery and use of sources.

It is a core module for students studying for a BA in English 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

| Module Delivery Method | On-Campus[1] ☒ | Hybrid[2] ☐ | Online[3] ☐ | Work -Based Learning[4] ☐ |
|---|---|---|---|---|
| Campuses for Module Delivery | ☐ Ayr<br>☐ Dumfries | ☐ Lanarkshire<br>☐ London<br>☒ Paisley | ☐ Online / Distance Learning<br>☐ Other (specify) | |

| Terms for Module Delivery | Term 1 | ☐ | Term 2 | ☒ | Term 3 | ☐ |
|---|---|---|---|---|---|---|
| Long-thin Delivery over more than one Term | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| Learning Outcomes | |
|---|---|
| L1 | Communicate orally at an intermediate level on topics such as current affairs, science, language learning, education, and other relevant topics at approximately mid C1 level of CEFR |
| L2 | Demonstrate competence in listening skills in English at mid C1 level of CEFR |
| L3 | Extract a gist and some specified detail of texts relating to current affairs, science, language learning, education, and other relevant topics at approximately mid C1 level of CEFR |
| L4 | Write texts in English regarding current affairs, science, language learning, education, and other relevant topics, at approximately mid C1 level of CEFR |
| L5 | Demonstrate an understanding of grammatical, lexical and phonological features of English, at an approximately mid C1 level of CEFR |

| 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 9<br><br>Demonstrating a critical understanding of a range of the principles, principal theories, concepts and terminology of themes relevant to the BA English language programme. |

[1] 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.

[2] 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.

[3] 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.

[4] 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

| Practice: Applied Knowledge and Understanding | SCQF 9

Understanding research skills through using a few skills, techniques, practices and/or materials that are specialised and/or advanced, in relation to themes relevant to the BA English language programme. |
|---|---|
| Generic Cognitive skills | SCQF 9

Drawing on a range of sources in making judgements on themes relevant to the BA English language programme. |
| Communication, ICT and Numeracy Skills | SCQF 9

Using a range of ICT applications to support and enhance work produced in relation to themes relevant to the BA English language programme. |
| Autonomy, Accountability and Working with Others | SCQF 9

Practising in ways that show awareness of own and others' roles and responsibilities, on tasks relevant to the BA English language programme |

| Prerequisites | Module Code | Module Title |
|---|---|---|
| | Other | |
| Co-requisites | Module Code | Module Title |

| Learning and Teaching |
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| 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. |

| Learning Activities

During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | Student Learning Hours

(Note: Learning hours include both contact hours and hours spent on other learning activities) |
|---|---|
| Lecture / Core Content Delivery | 36 |
| Independent Study | 164 |
| **TOTAL** | 200 |

| Indicative Resources |
|---|
| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:** |
| Bailey, S. (2014). Academic Writing: A Handbook for International Students (4th ed.). Routledge. https://doi.org/10.4324/9781315768960

Gray, D.E. (2021). Doing Research in the Real World, 5th edition. Sage Publishing. |
| **(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** |
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| **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.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br>All fulltime students (part-time 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** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code.]()** |
| **(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**

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|---|---|
| **Divisional Programme Board** | Education |
| **Overall Assessment Results** | ☐ Pass / Fail ☒ Graded |
| **Module Eligible for Compensation** | ☐ Yes ☒ No<br><br>**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.** |
| **School Assessment Board** | Languages |
| **Moderator** | TBC |
| **External Examiner** | V McDonagh |
| **Accreditation Details** | UWS |
| **Module Appears in CPD catalogue** | ☒ Yes ☐ No |
| **Changes / Version Number** | |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Portfolio of work (70%) |
| **Assessment 2** |
| Class Test (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.) |
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| Component 1 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| | ☒ | ☐ | ☒ | ☒ | ☒ | 70 | 0 |

| Component 2 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| | ☐ | ☒ | ☒ | ☒ | ☒ | 30 | 2 |

| | | |
|---|---|---|
| **Combined total for all components** | 100% | 2 hours |

**Change Control**

| What | When | Who |
|---|---|---|
| Transfer to new template | Oct 24 | L Holmes |
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