Module Descriptor

Title	English for Academic Purposes (Level 9)		
Session	2026/27	**Status**	
Code	ENGL09021	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	Paula Barrowcliffe		

Summary of Module

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.

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.

At the end of the module, students will achieve a level of language comparable to the lower band of level C1 in the CEFR.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	

[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

				☐
Campuses for Module Delivery	☒ Ayr ☒ Dumfries	☒ Lanarkshire ☒ London ☒ Paisley	☒ Online / Distance Learning ☐ 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	Demonstrate an understanding of basic principles of academic research, and an ability to conduct a small- scale research project, at the lower band of CEFR C1.
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 lower band of CEFR C1.
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 lower band of CEFR C1.
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 lower band of CEFR C1.
L5	Demonstrate an ability to work independently and under their own initiative, and manage their time and workloa

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** Critical understanding of principles of academic research, including understanding of some core concepts
Practice: Applied Knowledge and Understanding	**SCQF 9** Ability to apply principal techniques, practices, materials and routine methods of enquiry and research
Generic Cognitive skills	**SCQF 9** 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 9** Ability to use a range of IT applications to support and enhance work, interpret, use and evaluate numerical and graphical data.
Autonomy, Accountability	**Please select SCQF Level**

and Working with Others	Ability to exercise autonomy and initiative in learning, in ways which take account of own and others' roles and responsibilities.

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

Learning and Teaching

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. (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. LongmanPhillips &

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

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **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	M Mullen
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)
Assessment 1
Essay draft 35%
Assessment 2
Final essay 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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay draft	☒	☒	☐	☒	☒	35	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Final essay	☒	☒	☐	☒	☒	35	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☒	☒	☐	☒	30	3
Combined total for all components						100%	3 hours

Change Control

What	When	Who