



Module Descriptor

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| Title | French 3.1 | | |
| Session | 2025/26 | Status | |
| Code | FREN09001 | SCQF Level | 9 |
| Credit Points | 20 | ECTS (European Credit Transfer Scheme) | 10 |
| School | Education and Social Sciences | | |
| Module Co-ordinator | L. GIRAUD | | |

Summary of Module

This is a course for students who have studied French 2.2 or equivalent and who are already reasonably fluent in French. By working through French 3.1, students will be brought to the C1 lower level of the Common European Framework Reference (CEFR); the mode of delivery will either be 2 hours a week for 24 weeks (Long Thin Module) or 3 hours a week for 12 weeks (Short Fat module). Students will develop a general understanding of some current social and cultural issues in contemporary French-speaking areas: in particular, metropolitan France but not exclusively. Students will also view and study one or two French films relevant to topics studied in class. Grammar will be integrated in context and addressed according to perceived needs of students. Students will be expected to identify and reflect on difficult grammatical points and produce outwith the class a portfolio which will consist of responses to a set of varied exercises on difficult grammar points and content of the course. Students will be encouraged to use language flexibly and effectively for social, academic and professional purposes and to produce clear, well structured, detailed text on complex subjects. Students will become more confident in understanding a wide range of demanding, longer texts, and recognise implicit meaning and in expressing themselves fluently and spontaneously without much obvious searching for expressions.

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| Module Delivery Method | On-Campus¹ <input checked="" type="checkbox"/> | Hybrid² <input type="checkbox"/> | Online³ <input checked="" type="checkbox"/> | Work -Based Learning⁴ <input type="checkbox"/> |
| Campuses for Module Delivery | <input type="checkbox"/> Ayr | <input type="checkbox"/> Lanarkshire | <input checked="" type="checkbox"/> Online / Distance Learning | |

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

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| | <input type="checkbox"/> Dumfries | | <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley | | <input type="checkbox"/> Other (specify) | |
| Terms for Module Delivery | Term 1 | <input checked="" type="checkbox"/> | Term 2 | <input checked="" type="checkbox"/> | Term 3 | <input checked="" type="checkbox"/> |
| Long-thin Delivery over more than one Term | Term 1 – Term 2 | <input type="checkbox"/> | Term 2 – Term 3 | <input type="checkbox"/> | Term 3 – Term 1 | <input type="checkbox"/> |

| Learning Outcomes | |
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| L1 | Prepare and deliver an oral presentation and participate in oral discussions on the related topics at lower level C1 of the CEFR; |
| L2 | Demonstrate competence in listening to extended speech via radio/television programmes on selected topics at lower level C1 of the CEFR; |
| L3 | Demonstrate understanding of long and complex written texts on selected topics at lower Level C1 of the CEFR; |
| L4 | Write clear and well-structured essays or reports on the prescribed topics at lower level C1 of the CEFR. |
| L5 | |

| Employability Skills and Personal Development Planning (PDP) Skills | |
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| SCQF Headings | During completion of this module, there will be an opportunity to achieve core skills in: |
| Knowledge and Understanding (K and U) | <p>SCQF 9</p> <p>Understanding grammatical concepts of the French language approaching the C1 lower level of the CEFR.</p> <p>Acquiring some knowledge of social and cultural issues of contemporary France.</p> |
| Practice: Applied Knowledge and Understanding | <p>SCQF 9</p> <p>Understanding extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly;</p> <p>Understanding long and complex factual and literary texts, appreciating distinctions of style;</p> <p>Understanding specialised articles based on up-to-date French social/cultural issues;</p> <p>Understanding television programmes and films without too much effort; Interacting orally fluently and spontaneously and formulating ideas and opinions with precision;</p> <p>Presenting clear, detailed descriptions of complex subjects integrating sub- themes, developing particular points and rounding off with an appropriate conclusion;</p> <p>Writing in clear, well-structured text, expressing points of view at some length whilst underlining salient issues.</p> |
| Generic Cognitive skills | <p>SCQF 9</p> <p>Drawing on a range of advanced authentic resources in making some judgements relevant to French social/cultural issues.</p> |

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| | Exploring and undertaking critical analysis, evaluation and /or synthesis of some aspects of contemporary French social/cultural issues. |
| Communication, ICT and Numeracy Skills | SCQF 9 Communicating effectively in social ,cultural contexts; Using selectively and extensively a range of IT applications to support and enhance work. Interpreting governmental statistics in social, cultural contexts of France. |
| Autonomy, Accountability and Working with Others | SCQF 9 Working effectively individually or in teams and meeting deadlines. Exercising autonomy and initiative in seeking and assessing official sources and on-line databases. |

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| Prerequisites | Module Code FREN08002 | Module Title French 2.2 or equivalent |
| | Other | |
| Co-requisites | Module Code | Module Title N/A |

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| 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 an advanced level practical language class which offers the opportunity to students to improve their knowledge of the French language and apply their transferable skills in different contexts. It will also allow them to be introduced to some cultural and social issues in contemporary France and other French-speaking countries. Students will be strongly encouraged to be active participants in class and to make extensive use of University Library resources as well as internet resources outwith the class so that they can be well informed and develop their skills of critical analysis. All four language skills will be practised via a variety of activities such as listening to audio and video TV news/ reports, debates, interviews, guest lecturer's mini-lectures; preparing and delivering oral presentations or summaries using their critical analysis and building up and consolidating their oral proficiency via open discussions and debates; reading challenging articles from French current affairs newspapers and writing a summary or a critical essay on prescribed topics. Grammatical work will be integrated in context and addressed to individual needs via independent learning.</p> | |
| Learning Activities | Student Learning Hours |
| During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | (Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 36 |
| Asynchronous Class Activity | 40 |
| Independent Study | 112 |
| Personal Development Plan | 12 |

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| n/a | |
| n/a | |
| TOTAL | 200 |

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

All teaching materials will be made available by the lecturer. Extra material, homework and extra tasks and extra sources will be provided in class or via VLE.

(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:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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](#).

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(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 | Please select |
| Overall Assessment Results | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded |
| Module Eligible for Compensation | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 | S. WYLIE |
| External Examiner | M. VINCENT |
| Accreditation Details | |
| Module Appears in CPD catalogue | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Changes / Version Number | |

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| Assessment (also refer to Assessment Outcomes Grids below) |
| Assessment 1 |
| COURSEWORK 40% |
| Assessment 2 |
| CLASS TEST 60% |
| Assessment 3 |
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| (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 |
| COURSEWORK | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 40 | |

| Component 2 | | | | | | | |
|--------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| CLASS TEST | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 60 | 2 |

| Component 3 |
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| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Combined total for all components | | | | | | 100% | hours |

Change Control

| What | When | Who |
|------------------------------------|--------|----------|
| New template, no changes for 25/26 | Mar 25 | L Giraud |
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