

Session: 2022/23

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Title of Module: Introduction to Studying in the UK Non Credit			
Code: LING09010	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 0	ECTS: 0 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	S Brown		
Summary of Module			
<p>This module, delivered in a blended format, is designed for learners who already meet the university's English language requirements, who have recently started a study programme at the University of the West of Scotland as part of a transnational educational experience. It is a module designed for students from a variety of disciplines and will develop specialist academic language, knowledge and skills as well as learner autonomy and initiative. In this intensive module the students will be introduced to a wide academic vocabulary, while extending the skills of listening, speaking, reading and writing in specific academic contexts such as Education, Business, Computing and Engineering, and the module will offer a degree of authenticity and unpredictability. A significant amount of attention is paid to English language and language skills development, as English medium instruction is a new experience for many students taking this module. Throughout the module, grammatical and lexical features of academic English will be consolidated or refreshed in an academic context, and students will be encouraged to independently address gaps in their knowledge through supported use of existing university resources, while simultaneously developing their skills in e-learning. Skills will be practised in class through presentations, pair and group work exercises, written assignments and other interactive activities whose content will present issues of current academic practice in authentic contexts; this will help learners to develop global citizenship skills, increase cultural awareness and foster inclusivity and an appreciation of the wellbeing of others.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓	✓			
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓					✓	
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1	✓	Term 2	✓	Term 3	✓	

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Learning Outcomes: (maximum of 5 statements)	
On successful completion of this module the student will be able to: L1. Prepare and deliver academic presentations, respond critically to, and express opinions arising from, topics discussed L2. Plan, draft and write a variety of texts, in appropriate academic style, using mainly accurate language which displays a critical approach L3. Understand gist and key information from, and apply critical analysis to, complex academic texts	
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 academic features of the language. Understanding selected aspects of the history, culture and society of English-speaking countries.
Practice: Applied Knowledge and Understanding	SCQF Level 9. Understanding written and spoken texts intended for an academic audience and delivering presentations on, and engaging in, oral discussion of selected aspects of the history, culture and society of English-speaking countries. Applying knowledge of grammar and language features to demonstrate competence specific to each student's discipline.
Generic Cognitive skills	SCQF Level 9. Extracting, appraising and analysing key information to derive conclusions from spoken and written academic 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:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

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Learning and Teaching	
<p>This module is delivered via practical and communicative skills-based classes. Students will be active participants in class and will work in pairs and /or groups to practise and develop their academic language skills. They will be encouraged to make use of the full range of university resources to develop as independent and autonomous learners. 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 academic studies and future careers.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	33
Independent Study	144
Tutorial/Synchronous Support Activity	3
Asynchronous Class Activity	20
	200 Hours Total
**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: Hewings, M. (2006) Advanced Grammar in Use (with answers), Cambridge, Cambridge University Press. (or equivalent)</p> <p>Oxford Advanced Learners' English Dictionary , Oxford, Oxford University Press (or equivalent)</p> <p>In-house authentic learning materials to be made available on Moodle and in class*</p>	

Links will be provided via Moodle to E-learning materials

(**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)

Engagement Requirements

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](#)

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Supplemental Information

Programme Board	Education
Assessment Results (Pass/Fail)	Yes
Subject Panel	Languages
Moderator	tbc
External Examiner	B Matthews
Accreditation Details	
Version Number	1.02

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Assessment: (also refer to Assessment Outcomes Grids below)

Coursework (50%): formative assessment in preparation for a final presentation, associated discussion and reflection whose title will be agreed with the class lecturer

Class Test(50%): formative, preparatory class activity will lead towards a class test comprising a comprehension exercise and an essay

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Class test (written)		✓	✓	50	2	

Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Presentation	✓			50	0.5	
Combined Total For All Components				100%	2.5 hours	

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

This module is appropriate for all students irrespective of ethnic status, disability, age, gender, socio-economic background, religious and sexual orientation. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. Flexibility and anticipatory adjustments in teaching and learning strategies and assessment facilitate inclusiveness within this module.

In line with current legislation (Equality Act, 2010) and UWS Equality Scheme (2010-13) the School of Education encourages disability disclosure throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

[UWS Equality and Diversity Policy](#)

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