Module Descriptor

Title	Cultural Studies For Learners Of English 1			
Session	2025/26	**Status**		
Code	LING09020	**SCQF Level**	9	
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10	
School	**Education and Social Sciences**			
Module Co-ordinator	F Leon Solis			

Summary of Module

This module, delivered in a blended format, is designed for learners with a post-intermediate level of general English who would like to widen their knowledge, and understand the cultures in which the English language is used. It is a core module for students on BA English Language but may also be taken as an optional module by EU/International students whose first language is not English, and whose level of English is appropriate.

Throughout the course, knowledge and understanding of the cultural aspects of the English language will be developed while students' ability to express complex concepts in English competently and confidently will enhance their autonomy and initiative as learners. An understanding of the cultures of the English-speaking world, as well as further acquisition of its language, will be developed through presentations, role plays, pair and group work exercises, other interactive activities as well as practical and written assignments whose content will include topical cultural issues; in addition, work-related and workplace opportunities will be explored, where appropriate, to enable learners to develop global citizenship skills, foster inclusivity and an appreciation of the wellbeing of others in order to enable them to be ready for work in local and global contexts.

Module Delivery Method	On-Campus[1]	Hybrid[2]	Online[3]	Work -Based Learning[4]
	☒	☐	☐	☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☐ 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

				☒ Paisley		☐ 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	Prepare and deliver a short formal presentation on aspects of culture, and respond to subsequent discussion critically
L2	Respond critically to detailed written or spoken information pertaining to the cultures and English language
L3	Write in English about aspects of the course content using reasonably accurate, wide-ranging and effective grammar and vocabulary appropriate to this level
L4	
L5	

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** Understanding complex aspects of the culture and society of English-speaking countries. Demonstrating detailed understanding of grammatical, lexical and phonological features of the language.
Practice: Applied Knowledge and Understanding	**SCQF 9** Engaging in oral discussion of complex aspects of the culture and society of English-speaking countries. Applying knowledge of grammar and language features to demonstrate competence in receptive and productive skills. Understanding written, spoken and multimedia texts intended for native speakers.
Generic Cognitive skills	**SCQF 9** Extracting, appraising and analysing key information to show understanding of, and critically assess, spoken and written sources. Structuring concepts and ideas to produce effective written papers and oral presentations.
Communication, ICT and Numeracy Skills	**SCQF 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 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.	

Prerequisites	Module Code	Module Title
	Other CEFR B2 or equivalent	
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)
Tutorial / Synchronous Support Activity	36
Independent Study	164
n/a	
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources

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

In-house authentic learning materials to be made available on VLE and in class* E-learning materials valid at time of delivery *

(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 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	

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. This module forms part of the BA English Language degree. The cohort is a diverse, international group with various language repertoires. Students will be encouraged to share and respectfully respond to their various experiences of language diversity, relating this to critical discussions of social issues where appropriate. Equality and diversity are key tenets of the perspective adopted through the module.
(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	**Please select**
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	L Holmes
External Examiner	V McDonagh
Accreditation Details	
Module Appears in CPD catalogue	☒ Yes ☐ No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation 60%
Assessment 2
Essay 40%
Assessment 3
(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**
Presentation	☒	☐	☐	☐	☐	60	3

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☒	☒	☐	☐	40	0

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

Change Control

What	When	Who
Transfer to new descriptor template	Oct 24	F Leon Solis