Module Descriptor

Session: 2023/24

Last modified:

Title of Module: General Academic English Proficiency 1

Code: ENGL10003	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	F Leon-Solis		

Summary of Module

This module will be delivered in a blended format, and is designed for learners with an advanced level of English who wish to build on this, and who need to be able to express complex concepts in English. It is a core module for students studying for a degree in English as a Second 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 meets the module's pre-requisites. It will develop specialist language knowledge and communication skills appropriate to this level, in order to help students increase their English language proficiency, and will promote learner autonomy and initiative. In this intensive module, students will be introduced to a range of academic language skills , while extending the skills of listening, speaking. Throughout the course, grammatical and lexical features of the language will be consolidated in context, and students will be encouraged to independently address gaps in their knowledge via e-learning and guided independent study. Skills will be practised in class through presentations, role plays, pair- and group-work exercises, written assignments and other interactive activities whose topical content will include current affairs and cultural issues; in addition, work-related and workplace opportunities will be explored, where appropriate, to enable learners to develop global citizenship skills and increase cultural awareness, and will foster inclusivity and an appreciation of the wellbeing of others in order to enable students to be ready for work in local and global contexts.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓	✓			

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.

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

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.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

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	✓

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Prepare and deliver an extended research-based presentation in English on a cultural topic and take a leading role in subsequent discussion.

L2. Demonstrate a good level of competence in the comprehension of authentic spoken and written materials in English

L3. Research, evaluate and critically analyse specialised written material in English at level C1 of the Common European Framework of Reference (CEFR) for Languages in relation to topics covered in class

L4. Write an analytical, research-based report in English dealing with a historical, social or political issue dealt with in class, at level C1 of the 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 Level 10. Demonstrate and/or work with: a detailed knowledge and understanding of grammatical, lexical and phonological features of the English language, appropriate to this level. a critical understanding of selected aspects of the history, culture and society of English-speaking countries. an appreciation of the internal diversity and transcultural connectedness of cultures, and an attitude of curiosity and openness towards other cultures
Practice: Applied Knowledge and Understanding	SCQF Level 10. The ability to use a range of the principal skills (speaking, listening, reading and writing) and practices associated with using the English language in appropriate contexts The ability to use and present material in the target language in written and oral forms in a clear and effective manner The ability to appreciate and critically evaluate one's own culture, as well as those of others Library, bibliographic and online research skills
Generic Cognitive skills	SCQF Level 10. Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues

	Ability to use language creatively and precisely for a range of purposes and audiences
	Ability to contextualise from a variety of perspectives
	Ability to engage with and interpret layers of meaning within texts and other cultural products
Communication, ICT and Numeracy Skills	SCQF Level 10. Make formal presentations on standard / mainstream topics in English to informed audiences. Use a range of software and VLE platforms to support and enhance work at this level Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets Accurate and effective note-taking and summarising skills
Autonomy, Accountability and Working with others	SCQF Level 10. The ability to work autonomously, manifested in self-direction, self-discipline, and time management Show self-reliance, initiative, adaptability and flexibility Take significant responsibility for the work of others and for a range of resources The ability to work creatively and flexibly with others as part of a team to bring about change, development and /or new thinking

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	CEFR Upper B2/Lower C1 or equivalent
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	33
Independent Study	107
Asynchronous Class Activity	30
Tutorial/Synchronous Support Activity	30
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

In-house learning materials made available in-class and via Moodle

Hewings, M. (2006) Advanced Grammar in Use (with answers), Cambridge, Cambridge University Press. (or equivalent)

Oxford Advanced Learners Dictionary/Oxford English Dictionary (both available online)

(**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

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

In line with the Academic Engagement and Attendance 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 Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: https://www.uws.ac.uk/media/4153/academic-engagement-and-attendance-procedure.pdf

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/

Supplemental Information

Programme Board	Education
Assessment Results (Pass/Fail)	No
Subject Panel	Languages
Moderator	M Mullen
External Examiner	B Matthews
Accreditation Details	
Version Number	1.05

Assessment: (also refer to Assessment Outcomes Grids below)

Coursework 60%

Class test 40%

(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)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓	✓			60	0.5

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)		✓	✓	✓	40	2
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

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

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 Aula, 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/

UWS Equality and Diversity Policy

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