

University of the West of Scotland

Module Descriptor

Session: 202324

Title of Module General Academic English Proficiency 2			
Code: ENGL09004	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	K Highet		
Summary of Module			
<p>This module will be delivered in a blended format and is designed for learners already at CEFR level C1 of English who wish to build on this to progress towards a level of English at CEFR Level C2, and who need to be able to express highly complex concepts in English competently and confidently. It is a core module for students studying for a degree in English as a Second Language and builds on knowledge and expertise gained in English Proficiency 1 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. The module will further develop specialist language knowledge and communication skills appropriate to this level, in order to help students develop their English language proficiency and will promote greater learner autonomy and initiative. In this module, students will be introduced to a wide range of complex language, while continuing to extend the skills of listening, speaking, reading and writing at native-competence levels. Throughout the course, grammatical and lexical features of the language will be refreshed 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. 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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

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) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Prepare and deliver an extended research-based individual presentation in English and take a leading role in subsequent discussion.
L2	Demonstrate a high level of competence in comprehension of complex spoken texts and recorded authentic materials in English
L3	Research, evaluate and critically analyse specialised written material in English at level C2 of the Common European Framework of Reference (CEFR) for Languages in relation to topics covered in class
L4	Write a research-based individual essay/report in English, which should include critical analysis and deal with a historical, social or political issue dealt with in class at a level of linguistic competence approaching level C2 of the CEFR
L5	Click or tap here to enter text.

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)	<p>SCQF Level 10</p> <p>Demonstrate and/or work with:</p> <p>a detailed knowledge and understanding of grammatical, lexical and phonological features of the English language, appropriate to this level.</p> <p>a critical understanding of selected aspects of the history, culture and society of English-speaking countries.</p>

	<p>an appreciation of the internal diversity and transcultural connectedness of cultures, and an attitude of curiosity and openness towards other cultures</p>
<p>Practice: Applied Knowledge and Understanding</p>	<p>SCQF Level 10</p> <p>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</p> <p>The ability to use and present material in the target language in written and oral forms in a clear and effective manner</p> <p>The ability to appreciate and critically evaluate one's own culture, as well as those of others</p> <p>Library, bibliographic and online research skills</p>
<p>Generic Cognitive Skills</p>	<p>SCQF Level 10</p> <p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues</p> <p>Ability to use language creatively and precisely for a range of purposes and audiences</p> <p>Ability to contextualise from a variety of perspectives</p> <p>Ability to engage with and interpret layers of meaning within texts and other cultural products</p>
<p>Communication, ICT and Numeracy Skills</p>	<p>SCQF Level 10</p> <p>Make formal presentations on standard / mainstream topics in English to informed audiences.</p> <p>Use a range of software and VLE platforms to support and enhance work at this level</p> <p>Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets</p> <p>Accurate and effective note-taking and summarising skills.</p>
<p>Autonomy, Accountability and Working with others</p>	<p>SCQF Level 10</p> <p>The ability to work autonomously, manifested in self-direction, self-discipline, and time management</p> <p>Show self-reliance, initiative, adaptability and flexibility</p> <p>Take significant responsibility for the work of others and for a</p>

	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 C1 or equivalent
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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 delivered in a blended format via practical and communicative language classes and through the University's virtual learning platform. Students will be active participants in class and will work in pairs and /o rgroups to practise and develop their receptive and productive language skills. 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 skillst o enhance their current 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	36
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
**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:</p> <p>In-house learning materials made available in-class and via VLE</p> <p>Oxford Advanced Learners Dictionary/Oxford English Dictionary (both available online)</p> <p>Murphy, R. (2019) English Grammar in Use Book with Answers: A Self-study Reference and Practice Book for Intermediate Learners of English, Cambridge, Cambridge University Press. (or equivalent)</p> <p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
<p>(*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)</p>	
Attendance and Engagement Requirements	
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>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 the VLE, 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</p>	

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Languages
Moderator	M Mullen
External Examiner	V McDonagh
Accreditation Details	e.g. ACCA Click or tap here to enter text .
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).
Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1

Coursework (40%)

This comprises 2 elements: essay (30%) and presentation (30%)

Assessment 2

Examination (60%)

Assessment 3 – Free Text

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	X	X	X	X		60	0.5

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
		X	X			40	2

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	2.5 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

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