

University of the West of Scotland

Undergraduate Programme Specification

Session: 2022/23

Last modified: 07/04/2022 15:22:56

Status: Published

Named Award Title:	BA (Hons) English as a Second Language Single
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Award Title for Each Award:	BA (Hons) English as a Second Language
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Date of Validation:	May 2014
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Details of Cohorts Applies to:	N/A
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Awarding Institution/Body:	University of the West of Scotland
Teaching Institution:	University of the West of Scotland
Language of Instruction & Examination:	English
Award Accredited By:	
Maximum Period of Registration:	5 years
Mode of Study:	Full Time
Campus:	Paisley Distance/Online Learning

School:	School of Education & Social Sciences
Programme Board	Education
Programme Leader:	F Leon Solis (acting PL)

Admission Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications

or GCE

or SQA National Qualifications/Edexcel Foundation

HND award to enter at L9

Other Required Qualifications/Experience

Previous university-level experience leading to the attainment of qualifications/credits at, or equivalent to, SCQF Level 8 (for Level 9 entry) or at/equivalent to SCQF Level 9 (for Level 10 entry). Common European Framework of Reference for Languages - Learning, Teaching, Assessment (CEFR) Level B2 or above in English.

Previous study at University Level must be validated by a Higher Education institution and mapped to relevant UWS RPL standards.

Further desirable skills pre-application

It is desirable that applicants have previous experience of formal English language study at university level. However, previous experience of studying other subjects will also be taken into consideration, provided the applicant meets the UWS minimum English language requirements.

General Overview

This exciting degree programme is designed for students who have an interest in language/linguistics, but whose first language is not English. Applicants to Year 3 (level 9) will ideally have completed the first or second year of a university degree in English as a Second/Other Language, or a related subject. However, previous experience of studying other subjects will also be taken into consideration. Applicants to Year 4 (level 10) are expected to have successfully completed at least the third year (level 9) of a University degree in English as a Second Language/Other Language, or a related subject. All applicants must meet the UWS minimum English language requirements.

The programme aims to assist students in their progression towards proficiency in English, and to help to develop transferable skills which will enable graduates to work more comfortably in the English language, to deal with international customers and partners, and to gain confidence in seeking employment in an English-speaking environment. Successful completion of Level 10 (Honours year) of this degree will allow students to apply for postgraduate-level study at any English-speaking university around the world. In addition to the core modules in English language and culture, students will have the opportunity to choose modules from subjects as diverse as Theory and Practice of English Language Teaching, Cultural Studies, English for Academic Purposes, Modern Languages (at the appropriate level), and Business English - plus a wide range of other subjects from across the University (at the appropriate level), all of which will help students to increase their fluency and confidence in English.

The programme is founded on the principle that university education should be a collaborative learning experience, where independent study is key, and where formative feedback is continual, positive, personalised and productive. Personal development is at the heart of this programme, and PDP activities are woven into all of the core modules; at the same time, students have the freedom to select optional modules from across the University, at the appropriate levels, in order to enhance, and personalise, their learning experience. For students whose first language is not English, this provides excellent opportunities to interact, in authentic contexts, with speakers whose first language is English.

All UWS Languages modules are informed by the communicative methodology which focuses on the development of practical language skills. Core language classes focus on receptive and productive skills, together with the development of an understanding of the formal structures of the language studied. Students are encouraged to use the target language exclusively in the classroom. They are exposed to authentic materials in the target language in written and spoken form, including contact with speakers whose first language is English, both directly and through the full range of electronic media. This material is used in a variety of ways in the classroom and through independent study to develop language competence. As students progress they are expected to be increasingly able to identify their own language learning needs and to work on these independently. Students will have the opportunity to study literary, non-literary and filmic texts with a view to improving their language skills and developing their knowledge of the English-speaking cultures. All four language skills (listening, speaking, reading and writing) are assessed both formatively and summatively. At levels 9 and 10 students engage with current socio-cultural, political and historical topics relating to the target cultures, thus enhancing their sense of being global citizens.

Blended learning will encourage greater linguistic and cultural immersion by providing students with increased opportunities to interact outside the classroom, with UWS staff and other speakers of English, and with their peers. Students are strongly encouraged (through directed self study) to make use of University Library resources (newspapers, magazines, films and documentaries) to develop a broad interest in the cultures and societies where English features prominently. Students are expected to attend all of their classes and to complete all assignments, whether summatively, or formatively, assessed.

The Programme Leader will work closely with SAUWS, and other agencies, to ensure that students have ample opportunities to immerse themselves in the language and culture of the West of Scotland, and our enhanced personal tutor system is designed, among many other things, to help students to investigate the possibility of part-time work and/or volunteering, in order to enhance their CVs and in line with the UWS strategy to prepare graduates who are work-ready. The personal tutor system will also allow students to gain knowledge and advice from experienced researchers in research methods and methodologies, with a view to commencing the personal development of budding researchers who are interested in progressing to postgraduate study. One suggested route for graduates of this programme would be the UWS MEd in Teaching English to Speakers of Other Languages, although many other routes are possible, depending on the optional module choices of each student.

Graduate Attributes, Employability & Personal Development Planning

The programme will help students to develop skills that are transferable to other areas of study and professional employment. Students are introduced to Personal Development Planning (PDP) during their time on the programme and are supported in this process. PDP activity during entry-year (Level 9 or Level 10) will focus on CV preparation and interview skills, for example. Support and activities for PDP are incremental, with opportunities for the student to build skills which will contribute to their employability and ability to participate in lifelong learning. As students progress, activities will be increasingly personalised to enhance autonomy, independence and depth of reflection; and to promote responsibility and ownership of the student's own learning and intellectual development.

Work Based Learning/Placement Details

Our enhanced personal tutor system is designed, among many other things, to help students to investigate the possibility of part-time work and/or volunteering, in order to enhance their CVs, and in line with the UWS strategy to prepare graduates who are work-ready.

Engagement

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.

Where a programme 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: [Academic engagement and attendance procedure](#)

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 and Diversity Policy](#)

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 Moodle, 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/>

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

A. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

Knowledge and Understanding	
A1	
Practice - Applied Knowledge and Understanding	
B1	
Communication, ICT and Numeracy Skills	
C1	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
Autonomy, Accountability and Working With Others	
E1	

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Criteria for Progression and Award

B. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

Knowledge and Understanding	
A1	
Practice - Applied Knowledge and Understanding	
B1	
Communication, ICT and Numeracy Skills	
C1	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	

D1	
Autonomy, Accountability and Working With Others	
E1	

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Criteria for Progression and Award

C. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

Knowledge and Understanding	
A1	demonstrate a detailed understanding of grammatical, lexical and phonological features of English
A2	show a detailed knowledge of selected aspects of English-speaking cultures
A3	demonstrate operational awareness (which will have been enhanced by a period of residence in an English-speaking country) of relevant cultural differences
A4	demonstrate an understanding of semantic and pragmatic principles in the context of the English language
Practice - Applied Knowledge and Understanding	
B1	demonstrate competence in receptive and productive skills in English approaching the C1 Effective Operational Proficiency level of the CEFR
B2	participate in discussion and debate on topics studied in English
B3	be able to make use of English language skills in the workplace
B4	demonstrate competence in English in both spoken and written contexts
Communication, ICT and Numeracy Skills	
C1	use the library and electronic media for research and language learning purposes
C2	make confident and accurate formal oral presentations in English in accordance with a rubric
C3	use numerically presented information accurately as a research source
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	extract and analyse information from complex written texts in English
D2	organise and present a well-structured argument in English, orally and in writing

D3	demonstrate problem solving skills
Autonomy, Accountability and Working With Others	
E1	demonstrate effectiveness in improving own language skills autonomously
E2	work cooperatively and accountably with other students, inside and outside the class, to develop language skills and complete projects
E3	meet deadlines and demonstrate ability to organise work effectively
E4	work autonomously on mini-research projects

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
9	ENGL09003	Advanced English 1	20	✓			
9	ENGL09004	Advanced English 2	20		✓		
9	LING09006	Cultural Studies for Learners of English 1	20	✓			
9	LING09007	Cultural Studies for Learners of English 2	20		✓		

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
9	ENGL09001	Business English 3.1	20	✓			
9	ENGL09002	Business English 3.2	20		✓		
9	ENGL09005	English for Academic Purposes (Level 9)	20	✓	✓		

* Indicates that module descriptor is not published.

Footnotes

Please note that other Optional Modules at Level 8, 9 or 10 are also available

Criteria for Progression and Award

Students will be required to obtain 120 credits at Level 9 for an Ordinary degree BA in English as a Second Language to be conferred; at least 80 of these credits MUST be in English as a Second/Other Language, or related subjects, and at least 100 of these credits must be at the same level as the degree conferred (Level 9).

D. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

Knowledge and Understanding	
A1	demonstrate a comprehensive understanding of grammatical, lexical and phonological systems of English
A2	show detailed and comprehensive knowledge of aspects of the cultures and societies where English is spoken
A3	demonstrate a high degree of intercultural awareness, enhanced by a period of residence in an English-speaking country
A4	demonstrate understanding of key issues in sociolinguistics
Practice - Applied Knowledge and Understanding	

B1	demonstrate high level competence in receptive and productive skills in English at the C1/C2 Effective Operational Proficiency level of the CEFR
B2	participate in discussion and debate on topics studied, showing ability to respond quickly and resourcefully
B3	be able to make use of English language skills in professional contexts
Communication, ICT and Numeracy Skills	
C1	make skilled use of library and electronic media for research and language learning purposes
C2	make confident and accurate extended oral presentations
C3	use numerically presented information accurately as a research source
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	extract and synthesise information from spoken and written texts, using English-language sources
D2	organise and present ideas orally and in writing within a structured argument
D3	show a capacity for critical reflection and analysis in the light of evidence and argument, engaging in some cases with resources at the forefront of the subject
D4	interpret layers of meaning within texts and other cultural products
D5	show a critical understanding of the uncertainty and limits of knowledge
Autonomy, Accountability and Working With Others	
E1	be an independent language learner, making creative use of resources
E2	show capacity to plan and write a dissertation, making effective use of support and working autonomously
E3	work cooperatively and accountably with other students, inside and outside the class, to develop language skills and complete projects
E4	meet deadlines and demonstrate ability to organise work effectively under pressure

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
10	ENGL10003	General Academic English Proficiency 1	20	✓			
10	ENGL10004	General Academic English Proficiency 2	20		✓		
10	LING10003	Languages Dissertation	40	✓	✓		

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
10	LING10002	Analysing Discourse	20	✓	✓		
10	LING10005	Theory and Practice of ELT	20	✓	✓		

* Indicates that module descriptor is not published.

Footnotes

Please note:

Other Level 9/Level 10 optional modules are available

Criteria for Award

Students will be required to obtain 120 credits for an Honours degree to be conferred; at least 80 of these credits MUST be in English as a Second/Other Language, or related subjects, and at least 100 of these credits must be at SCQF Level 10.

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework.

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for an exit award of CertHE / DipHE or BA / BSc in Combined Studies.

For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.

For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Changes

Changes made to the programme since it was last published:

HND has been added to the entry criteria.

Level 9 (year 3) entry no longer requires previous university study to be in English language. Previous university-level study in other subjects may also be considered, as long as applicants meet the UWS English requirements for direct entry. Level 10 (year 4) entry still requires university-level study in English language.

Name of acting/interim PL has been amended as well as text on attendance/engagement and equality/diversity.

Version Number: 1.04