



## Undergraduate Programme Specification

Session	2024/25	Last Modified	
Named Award Title	BA (Hons) English Language		
Award Title for Each Award	Certificate of Higher Education (Cert HE) in English Language (L 7) Diploma of Higher Education (Dip HE) in English Language (L 8) Bachelor of Arts in English Language (L 9) Bachelor of Arts with Honours (BA Hons) in English Language (L 10)		
Date of Approval	October 2024		
Details of Cohort Applies to	September 2025		
Awarding Institution	University of the West of Scotland	Teaching Institution(s)	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by		None	
Maximum Period of Registration		5 years	
Duration of Study			
Full-time	4 years	Part-time	N/A
Placement (compulsory)	None		
Mode of Study	<input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time		
Campus	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)
School	Education and Social Sciences		
Divisional Programme Board	Education		
Programme Leader	K Highet		

### Admissions 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:**

Year 1 Entry:

1. Passes in the Scottish National Qualifications in five subjects including three at Higher level or other academic, vocational or professional qualifications deemed to be equivalent.
2. Meets English Language Entry Requirements

Year 2 entry:

1. Previous university-level experience leading to the attainment of qualifications/credits at, or equivalent to, a minimum of SCQF Level 7. 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.
2. Minimum IELTS comparable score of 6.0 or above (with a minimum of 5.5 in each component).

Year 3 entry:

1. Previous university-level experience leading to the attainment of qualifications/credits at, or equivalent to, a minimum of SCQF Level 8. 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.
2. Minimum IELTS comparable score of 6.0 or above (with a minimum of 5.5 in each component).

Year 4 entry:

1. Previous university-level experience leading to the attainment of qualifications/credits at, or equivalent to SCQF Level 9. Applicants must have previous experience of formal English language study at university level.
2. Minimum IELTS comparable score of 6.0 or above (with a minimum of 5.5 in each component)

**Or GCE**

**Or SQA National Qualifications / Edexcel Foundation**

**Other Required Qualifications/Experience**

**Further desirable skills pre-application**

1. This course is only open to students who do NOT have English as a first language.
2. Previous study at University Level must be validated by a Higher Education institution and mapped to relevant UWS RPL standards.

### **General Overview**

This unique undergraduate programme is designed for students who do not have English as a first language, who wish to enhance their English language skills and develop a keen understanding of the role that language plays in the world around them.

As well as allowing students to become highly proficient communicators, the programme equips students with critical and analytical tools to understand how language shapes society, and how society shapes language. Students explore this through our wide range of core and optional modules that address the social, political, linguistic, cultural and educational aspects of (English) language.

On the programme, students will develop their English Language Skills through a series of incremental core modules designed to meet the CEFR (Common European Framework of Reference for Languages) levels B2-C2. This is complemented by further language skills modules that specialise in Academic English (Academic Study in English 1&2; English for Academic Purposes). In addition, students have the opportunity study a range of sub-areas of English language study: Structure of English; History of English; Genres of English; Intercultural Communication and Citizenship; Cultural Studies for Learners of English; Sociolinguistics; Multilingualism in Society; Analysing Discourse; Theory and Practice of English Language Teaching. In their final year, students draw on the knowledge and skills gained throughout the programme to undertake a research project on a topic related to the English language, in the Language Dissertation module.

The broad and specialised (socio)linguistic knowledge acquired throughout the programme modules provides a holistic perspective on (English) language, allowing students to become more attentive users of English and to critically reflect on their own multilingual practices as well as those of the wider world around them. This enhanced sensibility further supports students in the development of their language skills as well as fostering a nuanced understanding of, and appreciation for, their own linguistic repertoires. Assessments are designed in ways that allow students to creatively draw on their own experiences to demonstrate their learning.

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. As students progress, they are expected to be increasingly able to identify their own language learning needs and to work on these independently. All four language skills (listening, speaking, reading and writing) are assessed both formatively and summatively in the core language modules. Across all levels, 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 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, including the Aspire modules. At the same time, students have the possibility of selecting optional modules from across the University, including Modern Languages, 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. Students can take advantage of further opportunities to tailor the programme to their individual needs and career plans by engaging in work placements (such as Language Assistant Placements at local primary schools, or volunteering with third-sector migrant/community support organisations) or through study abroad opportunities at our Comenius partner institutions across Europe.

Upon graduating from the programme, graduates will have gained excellent communication skills as well as a critical understanding of societal aspects of language use. These skills mean that graduates of BA English Language are prepared to enter a range of careers that directly or indirectly related to English language. Many of our previous graduates continue on to our MEd in TESOL, although many other routes into postgraduate education are possible. Our graduate students have entered careers in translation/interpreting, international business and administration, and education, or have pursued careers in the UK in fields that they had previously qualified for in their home countries.

#### **Typical Delivery Method**

On campus

#### **Any additional costs**

#### **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 during their time on the programme and are supported in this process particularly through the ASPIRE module. ASPIRE is a set of modules that help the University to support its students to shape and chart their own unique path, based on their goals and ambitions. 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.

The BA English Language curriculum has been designed with the UWS Graduate Attributes in mind, as outlined below:

##### **Universal**

The range of social and cultural topics explored in the modules will help students to develop critical and analytical capacities and to apply this to the world around them, particularly through the use of reflective assessment prompts. Through a focus on the intercultural and multilingual nature of their local and global contexts, students will develop capacities to become culturally aware and socially responsible. This is further enhanced through their collaborative work with a diverse group of peers on the programme. In addition, students are

encouraged to be research-minded through the integrated and progressive academic research tasks included in modules from Level 7 (Academic English Skills) up to Level 10 (Language Dissertation). 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.

#### **Work-Ready**

The programme allows students to gain broad and deep knowledge of societal issues related to language as well as hands-on practical skills for the workplace (e.g. Theory and Practice of ELT) that prepare them well for global careers in language and/or migrant support. Through their use of the VLE and a range of other digital media across modules, students are digitally literate. Students are encouraged to be ambitious and motivated in their career planning and will have opportunities to study abroad and engage in local work placements (local Primary Schools and Migrant Support Organisations; work placements abroad e.g. Granada) to work towards these goals. Their development of English language skills will make students effective, multilingual communicators.

#### **Successful**

From Level 7 students are encouraged to identify their own areas of self-improvement, particularly through the use of portfolios, thereby enhancing their sense of autonomy. Creativity is fostered through innovative assessments, such as public dissemination tasks (Sociolinguistics) that encourage students to reflect on how their learning can contribute to local and global societal transformation.

#### **Work Based Learning/Placement Details**

The programme offers students various opportunities for work and study abroad placements: Language Assistant placements in local primary schools; volunteering placements in migrant/community support organisations, study abroad opportunities at our Comenius partner institutions across Europe, and work abroad opportunities in countries such as Spain.

#### **Attendance and Engagement**

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 programme, 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](#).

Aligned with the overall commitment to equality and diversity, this programme supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. All modules comply 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. In line with university policy, the programme does not tolerate any discrimination on the grounds of age, disability, gender reassignment, marital/civil partnership status, pregnancy, race, religion or belief, sex or sexual orientation

As a programme that offers routes into education for students who do not have English as a First Language, we are committed to offering high quality and inclusive education for students from a range of diverse backgrounds. Equality and diversity are key areas of exploration across many of the core and optional modules included in the programme.

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

Learning Outcomes
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SCQF LEVEL 7	
Learning Outcomes	
Knowledge and Understanding	
<b>A1</b>	Demonstrate an understanding of grammatical, lexical and phonological features of English
<b>A2</b>	Reflect on and describe the structural and linguistic elements of English
<b>A3</b>	Demonstrate an understanding of the use of English in specific genres
<b>A4</b>	
<b>A5</b>	
Practice - Applied Knowledge and Understanding	
<b>B1</b>	Demonstrate competence in receptive and productive skills in English approaching the B2 Effective Operational Proficiency level of the CEFR
<b>B2</b>	Participate in discussion on topics studied in English
<b>B3</b>	Be able to make use of English language skills for academic study
<b>B4</b>	
<b>B5</b>	
Communication, ICT and Numeracy Skills	
<b>C1</b>	Use the library and electronic media for language learning purposes
<b>C2</b>	Make formal, comprehensible oral presentations in English in accordance with a rubric
<b>C3</b>	Use numerically presented information as a research resource
<b>C4</b>	
<b>C5</b>	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
<b>D1</b>	Identify key information from written and spoken texts in English
<b>D2</b>	Demonstrate capacity for analysis of structural features of English
<b>D3</b>	Consider language use from a linguistic perspective
<b>D4</b>	
<b>D5</b>	
Autonomy, Accountability and Working with Others	
<b>E1</b>	Demonstrate ability to identify areas of language improvement under supervision
<b>E2</b>	Work cooperatively and accountably with other students, inside and outside the class, to develop language skills and complete projects
<b>E3</b>	Meet deadlines and demonstrate ability to organise work
<b>E4</b>	
<b>E5</b>	

## Level 7 Modules

### CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	ENGL07007	Academic Study in English 1	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	ENGL07008	Academic Study in English 2	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	APPD07001	Aspire	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	LING07006	Structure of English	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

## Level 7 Modules

### OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	ENGL07009	English Language Skills 7.1	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	ENGL07010	English Language Skills 7.2	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules In Term 2, students may undertake a different module from elsewhere in the university's module catalogue as an alternative to the named option, with the agreement of the Programme Leader							

### Level 7

#### Criteria for Progression and Award

Please refer to [UWS Regulatory Framework](#) for related regulations

Progression may be permitted to Level 8 as long as 80 credits have been achieved and all other criteria of regulation 3.13 are met.

Students exiting at this point may be eligible for Certificate of Higher Education. CertHE requires 120 credit points at SCQF level 7 or above, including all core modules.

Links: UWS Regulatory Framework; and Student Experience Policy Statement.



<b>SCQF LEVEL 8</b>	
Learning Outcomes	
<b>Knowledge and Understanding</b>	
<b>A1</b>	Demonstrate a discerning understanding of grammatical, lexical and phonological features of English
<b>A2</b>	Show an understanding of cultural elements of English
<b>A3</b>	Demonstrate an understanding of the diversity of English language use
<b>A4</b>	
<b>A5</b>	
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	Demonstrate competence in receptive and productive skills in English approaching the B2/C1 Effective Operational Proficiency level of the CEFR
<b>B2</b>	Participate in discussion and debate on topics studied in English
<b>B3</b>	Be able to make effective use of English language skills across a range of genres
<b>B4</b>	
<b>B5</b>	
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	Confidently use the library and electronic media for language learning purposes
<b>C2</b>	Make accurate formal presentations in English in accordance with a rubric
<b>C3</b>	Discerningly use numerically presented information as a research resource
<b>C4</b>	
<b>C5</b>	
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Identify key information from complex written and spoken texts in English
<b>D2</b>	Demonstrate capacity for analysis of social and contextual factors of language use
<b>D3</b>	Consider language use from a functional & historical perspective
<b>D4</b>	
<b>D5</b>	
<b>Autonomy, Accountability and Working with Others</b>	
<b>E1</b>	Demonstrate ability to identify areas of language improvement under guidance
<b>E2</b>	Demonstrate responsibility and accountability in working cooperatively with other students, with an awareness of multilingual and multicultural issues
<b>E3</b>	Meet deadlines and demonstrate ability to organise work effectively
<b>E4</b>	
<b>E5</b>	

## Level 8 Modules

### CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	ENGL08004	English Language Skills 8.1	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	ENGL08005	English Language Skills 8.2	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	LING08004	Genres of English	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8		Aspire	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

## Level 8 Modules

### OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	LING08006	Intercultural Communication and Citizenship	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	LING08005	History of English	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules							
Students may undertake a different module from elsewhere in the university's module catalogue as an alternative to the named option, with the agreement of the Programme Leader							

## Level 8

### Criteria for Progression and Award

Please refer to [UWS Regulatory Framework](#) for related regulations

Progression may be permitted to Level 9 as long as 80 credits have been achieved at Level 8 and all other criteria of regulation 3.13 are met.

Students exiting at this point may be eligible for Diploma of Higher Education. DipHE requires 240 credit points of which a minimum of 90 are at SCQF level 8 or above, including all core modules.

Links: UWS Regulatory Framework; and Student Experience Policy Statement.

<b>SCQF LEVEL 9</b>	
Learning Outcomes (Maximum of 5 per heading)	
<b>Knowledge and Understanding</b>	
<b>A1</b>	Demonstrate a detailed understanding of grammatical, lexical and phonological features of English
<b>A2</b>	Show a critical understanding of cultural elements of English from a global perspective
<b>A3</b>	Demonstrate a detailed understanding of language variation, change and use across social contexts
<b>A4</b>	
<b>A5</b>	
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	Demonstrate competence in receptive and productive skills in English approaching the C1 Effective Operational Proficiency level of the CEFR
<b>B2</b>	Participate in discussion and debate on topics studied in English, showing ability to respond quickly and resourcefully
<b>B3</b>	Be able to make use of English language skills across contexts, and apply theory to understand its contextual use
<b>B4</b>	
<b>B5</b>	
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	Use the library and electronic media for research and language learning purposes
<b>C2</b>	Make confident and accurate formal oral presentations in English in accordance with a rubric, in order to construct arguments
<b>C3</b>	Retrieve and interpret numerically presented information as a research source
<b>C4</b>	
<b>C5</b>	
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Extract and analyse information from complex written texts in English
<b>D2</b>	Demonstrate critical reflection and analysis of social and political factors of language use
<b>D3</b>	Consider language use from a sociolinguistic perspective
<b>D4</b>	
<b>D5</b>	
<b>Autonomy, Accountability and Working with Others</b>	
<b>E1</b>	Demonstrate effectiveness in improving own language skills autonomously
<b>E2</b>	Demonstrate responsibility and accountability in working cooperatively with other students, with an awareness of multilingual and multicultural issues
<b>E3</b>	Work autonomously on mini-research projects and demonstrate academic integrity
<b>E4</b>	
<b>E5</b>	

## Level 9 Modules

### CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	ENGL09019	English Language Skills 9.1	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	ENGL09020	English Language Skills 9.2	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	LING09014	Sociolinguistics	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	LING09015	Multilingualism in Society	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

## Level 9 Modules

### OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	LING09020	Cultural Studies for Learners of English 1	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	LING09019	Cultural Studies for Learners of English 2	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	ENGL09021	English for Academic Purposes	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules  Students may undertake a different module from elsewhere in the university's module catalogue as an alternative to the named option, with the agreement of the Programme Leader.							

### Level 9

#### Criteria for Progression and Award

**Please refer to [UWS Regulatory Framework](#) for related regulations**

Those students who achieve 120 credits shall be eligible to progress to Level 10, or to exit the programme and be awarded an Ordinary Degree. Progression may be permitted to Level 10 with up to 20 credits deficit, in line with regulation 3.14

In line with the Regulatory Framework, for the award of Ordinary Degree, at least 120 credit points must be achieved of which a minimum of 90 are at SCQF Level 9, including all core modules.

Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)

Links: UWS Regulatory Framework; and Student Experience Policy Statement.

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<b>SCQF LEVEL 10</b>	
Learning Outcomes (Maximum of 5 per heading)	
<b>Knowledge and Understanding</b>	
<b>A1</b>	Demonstrate a comprehensive understanding of grammatical, lexical and phonological systems of English
<b>A2</b>	Show detailed, comprehensive and critical knowledge of societal and/or cultural and/or educational aspects of English
<b>A3</b>	Demonstrate a critical understanding of applied linguistics principles in the context of the English language, across a range of contexts
<b>A4</b>	
<b>A5</b>	
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	Demonstrate high level competence in receptive and productive skills in English at the C1/C2 Effective Operational Proficiency level of the CEFR
<b>B2</b>	Participate in discussion and debate on topics studied in English, showing ability to articulate complex ideas and respond quickly and resourcefully
<b>B3</b>	Be able to make use of English language skills in professional contexts, and apply theory to support this
<b>B4</b>	
<b>B5</b>	
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	Make skilled use of library and electronic media for research and language learning purposes
<b>C2</b>	Make confident and accurate extended oral presentations in English in accordance with a rubric, in order to construct arguments
<b>C3</b>	Retrieve, interpret and critically analyse numerically presented information as a research source
<b>C4</b>	
<b>C5</b>	
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Extract and synthesise information from spoken and written texts, using English-language sources
<b>D2</b>	Demonstrate 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
<b>D3</b>	Instrumentalise various perspectives to evaluate and analyse a particular language phenomenon, showing critical understanding of the uncertainty and limits of knowledge

<b>D4</b>	
<b>D5</b>	
<b>Autonomy, Accountability and Working with Others</b>	
<b>E1</b>	Be an independent language learner, making creative use of resources
<b>E2</b>	Demonstrate responsibility, accountability and professionalism in working cooperatively with other students and staff
<b>E3</b>	Show capacity to plan and write a dissertation, making effective use of support, working autonomously and demonstrating academic integrity
<b>E4</b>	
<b>E5</b>	

## Level 10 Modules

## CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	ENGL10005	English Language Skills 10.1	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	ENGL10006	English Language Skills 10.2	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	LING10006	Language Dissertation	40	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

## Level 10 Modules

**OPTION**

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	LING10007	Analysing Discourse	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	LING10008	Theory and Practice of English Language Teaching	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	ENGL09021	English for Academic Purposes	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Footnotes for Option Modules

Students may undertake a different module from elsewhere in the university's module catalogue as an alternative to the named option, with the agreement of the Programme Leader

