

University of the West of Scotland
Undergraduate Programme Specification

Session: 2024/25**Last Modified: 25/4/24****Status: Draft**

1	Named Award Title:	BA (Hons) English as a Second Language	
2	Award Title for Each Award: ¹	BA (Hons) English as a Second Language	
3	Date of Validation / Approval:	April 2023 (ILR)	
4	Details of Cohorts Applies to:	N/A	
5	Awarding Institution/Body:	University of the West of Scotland	
6	Teaching Institution(s): ²	University of the West of Scotland	
7	Language of Instruction & Examination:	English	
8	Award Accredited By:		
9a	Maximum Period of Registration:	5 years	
9b	Duration of Study:	Full Time – 4 years	
10	Mode of Study:	Full Time	
11	Campus:	Paisley	
12	School:	ESS	
13	Programme Board:	Education	
14	Programme Leader:	K Highet	

15. 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:

¹ Include main award and all exit awards e.g. BA / BSc / BEng / DipHE / CertHE

² University of the West of Scotland and include any collaborative partner institutions involved in delivery.

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 (i.e. to satisfy additional PSRB requirements or other)

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.

16	<p>General Overview</p> <p>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/Other Language, or a related subject. All applicants must meet the UWS minimum English language requirements.</p> <p>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 in 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.</p> <p>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 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.</p> <p>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.</p>
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	<p>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.</p> <p>The Programme Leader will work closely with the Student Union 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 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.</p>
17	Graduate Attributes, Employability & Personal Development Planning
	<p>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 progress. 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.</p>
18	Work Based Learning/Placement Details
	<p>Our 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.</p>
19	Attendance and Engagement
	<p>In line with the Student Attendance and 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 VLE, and complete assessments and submit these on time.</p> <p>For the purposes of this programme, academic engagement equates to the following:</p> <p>All full-time students (part-time and distance learning students should check with their Programme Leader for any queries) are required to attend all scheduled classes and participate in 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</p>

	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/
20	Equality and Diversity
	<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>The 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 (part-time and distance learning students should check with their Programme Leader for any queries). All programme modules comply with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment and practice will be made in accordance with UWS policy and regulations.</p>

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

21	Learning Outcomes (Maximum of 5 per heading)
	<p>Outcomes should incorporate those applicable in the relevant QAA Benchmark statements.</p> <p>Please ensure that Learning Outcomes are appropriate for the level of study. Further information is available via SCQF: https://scqf.org.uk/support/support-for-educators-and-advisers/support-for-colleges-heis/ and a Level Descriptors tool is available (SCQF Level Descriptors Tool Scottish Credit and Qualifications Framework) and ensure appropriate cognisance of Chapter 1, Regulatory Framework. https://www.uws.ac.uk/media/6514/regulatory-framework-2023-2024.pdf</p>

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SCQF LEVEL 7	
Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	

B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working With Others	
E1	
E2	
E3	
E4	
E5	

Learning Outcomes - Level 7 Core Modules

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

Footnotes for Core Modules:

[click here to add detail]

Learning Outcomes - Level 7 Optional Modules

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

Footnotes for option modules

22 a	Level 7 Criteria for Progression and Award
	<p>Refer to Guidance note.</p> <p><i>Example Text:</i> In line with the Regulatory Framework, for the award of XXXX, at least XX credit points must be achieved of which a minimum of XX are at SCQF Level XX and none less than SCQF Level XX.</p> <p>Those students who achieveshall be eligible for the XXX.</p> <p>Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p> <p>[click here to add detail]</p>

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	Level 8 Learning Outcomes (Maximum of 5 per heading)
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	

C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working With Others	
E1	
E2	
E3	
E4	
E5	

Learning Outcomes - Level 8 Core Modules

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

Footnotes for Core Modules:

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Learning Outcomes - Level 8 Optional Modules

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

Footnotes for option modules

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X

22b	Level 8 Criteria for Progression and Award
	<p>Refer to Guidance note.</p> <p><i>Example Text:</i> In line with the Regulatory Framework, for the award of XXXX, at least XX credit points must be achieved of which a minimum of XX are at SCQF Level XX and none less than SCQF Level XX.</p> <p>Those students who achieve ...shall be eligible for the XXX.</p> <p>Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p> <p>[click here to add detail]</p>

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SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate a detailed understanding of grammatical, lexical and phonological features of English
A2	Show a detailed and critical 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
A5	
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
B5	
Communication, ICT and Numeracy Skills	
C1	Use the library and electronic media for research and language learning processes
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
C4	
C5	
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
D4	
D5	
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
E5	

Learning Outcomes - Level 9 Core Modules

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

Footnotes for Core Modules:

Learning Outcomes - Level 9 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
9	ENGL09001	Business English 3.1	20	X			
9	ENGL09002	Business English 3.2	20		X		
9	ENGL09005	English for Academic Purposes	20	X	X		
9	LING09011	Sociolinguistics	20	X			
9	LING09012	Multilingualism in Society	20		X		

Footnotes for option modules

Optional modules will run where student numbers are sufficient

X

22c	Level 9 Criteria for Progression and Award
	<p>In line with the Regulatory Framework, for the award of Ordinary Degree BA in English as a Second Language, at least 120 credit points must be achieved of which a minimum of 90 are at SCQF Level 9.</p> <p>Those students who achieve 120 credits shall be eligible for the Ordinary Degree BA ESL</p> <p>Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p>

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SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)
Knowledge and Understanding

A1	Demonstrate a comprehensive understanding of grammatical, lexical and phonological systems of English
A2	Show detailed, comprehensive and critical 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
A5	
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
B4	
B5	
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
C4	
C5	
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 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.
E5	

Learning Outcomes - Level 10 Core Modules

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

Footnotes for Core Modules:

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Learning Outcomes - Level 10 Optional Modules

SCQF Level		Module Name	Credit	Term	Footnotes
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	Module Code		1	2	3	
10	LING1002	Analysing Discourse	20	X	X	
10	LING1003	Theory and Practice of English Language Teaching	20	X	X	

Footnotes for option modules

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X

22d	Level 10 Criteria for Award
	<p>In line with the Regulatory Framework, for the award of Honours Degree, at least 120 credit points must be achieved of which a minimum of 90 are at SCQF Level 10, and at least 80 of these credits must be in English as a Second Language, or related subjects.</p> <p>No Distinction is awarded at Honours level (Regulation 3.25).</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p>

23	Regulations of Assessment
	<p>Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework .</p> <p>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</p>

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.

24	Combined Studies
<p>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 a Combined Studies award (please see Regulation 1.61).</p> <p>For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.</p> <p>For students studying BEng or BSc awards, the award will be BSc Combined Studies.</p>	

Change/Version Control

Changes made to the programme since it was last published:

What	When	Who
<p><u>Updated Links:</u></p> <ul style="list-style-type: none"> • Academic Engagement Procedure • Equality and Diversity • University Regulatory Framework • Removed invalid links 	19/10/2023	C Winter
Guidance Note 2023-24 provided	12/12/23	D Taylor
<p>General housekeeping to text across sections and addition of links and some specific guidance.</p> <p>Addition of Duration of Study and some other text – for CMA.</p>	12/12/23	D Taylor

Version Number: UG 1 (2023-24)