1. BASIC INFORMATION

Course	Modern Language: English
Degree Program	Degree in Dentistry
School	Facultad de Ciencias Biomédicas y Deporte
Year	1st
Credits (ECTS)	6 ECTS
Credit type	Obligatory
Language(s)	English and Spanish
Delivery mode	On campus
Semester	S1
Academic year	2025-2026
Coordinating professor	

2. PRESENTATION OF THE COURSE

Modern Language is a first-year course in the Dentistry degree program, taught during the first semester. It is worth 6 ECTS credits and is a compulsory subject within the curriculum. The course may be taught in either Spanish or English: it will be delivered in English for the groups taught primarily in Spanish, and in Spanish for the groups taught primarily in English.

The course enables students to progressively acquire increasingly complex knowledge and communication skills through the development and practice of various communicative competencies. This will allow future graduates to gain the necessary knowledge and abilities for effective communication and interaction with patients in real-world settings.

3. LEARNING OUTCOMES

Skills:

HAB01. Knowing how to identify patient concerns and expectations, as well as how to communicate effectively and clearly, both orally and in writing, with patients, relatives, the media and other professionals.

- Communicate orally in a foreign language on topics of general interest and/or related to technical studies.

- Use vocabulary in a foreign language on topics of general interest and/or related to technical studies.

- Present topics of different kinds orally.

- Design multimedia presentations in a foreign language.

- Can produce written texts in a foreign language on subjects of general and/or technical interest, e.g. articles, descriptive brochures, manuals, descriptions of processes.

HAB05. Knowing the scientific method and having the critical capacity to evaluate established knowledge and new information. Be able to formulate hypotheses, collect and critically evaluate information to solve problems, following the scientific method.

- Write reports in a foreign language on topics of general and/or technical interest, i.e. articles, descriptive brochures, manuals, process descriptions.

Competences:

CP05. Know the scientific method and having the critical capacity to evaluate established knowledge and new information.

CP12. Know the behavioural and communication sciences that facilitate dental practice.

CP67. Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different agents involved in communication in the academic and professional environment.

CP69. Influence others to guide and direct them towards specific objectives and goals, taking into account their points of view, especially in professional situations arising from volatile, uncertain, complex and ambiguous environments (VUCA) in today's world.

4. CONTENTS

The contents of the course/module are listed below:

- Vocabulary and listening related to topics of general or current interest.
- Vocabulary and listening related to topics of specific interest in the area of study.
- Grammatical and communicative structures. Oral communication.
- Grammatical and communicative structures. Written communication.
- Grammatical and communicative structures. Reading comprehension.
- Keys to a good multimedia presentation.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Lectures.
- Case method.
- Cooperative learning.
- Problem-based learning.
- Project-based learning.

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Lectures	12
Practical seminars	18
Case studies	10
Problem scenario	10
Oral presentation	2
Report writing	2
Research and projects	20
Independent working	60
Debates and colloquia	8
Academic advising	6
In-person assessment tests	2
TOTAL	150

7. CONTINOUS ASSESSMENT

Each assessable learning activity represents an opportunity for the student to make progress, receive feedback, and consolidate knowledge, skills, and competences. The Learning Outcomes outlined in this guide provide direction for this process and serve as benchmarks for their achievement.

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment Systems	Weight (%)
In-person assessment tests	50-60%
Oral presentation	10-20%
Report writing	5-10%
Case study/problem scenario	5-10%
Research and projects	10-20%

In the Virtual Campus, when you access the corresponding course/module you will find information regarding the evaluation systems, including the due dates and the procedures applicable to each of them.

7.1. First exam period

In order to pass the course/module in the ordinary call, the student must obtain a grade greater than or equal to 5.0 (out of 10), in all the evaluation systems proposed in this guide. The final grade will be calculated from the weighted average of all the evaluation systems described.

If in any of the evaluation systems proposed in this guide, a grade lower than 5.0 (out of 10) is obtained, the final grade of the course/module will be "fail" even if, in the result of the weighted average, a value higher than 5.0 (out of 10) is obtained. In the latter case, the course/module would still be "failed" obtaining a final grade of 4.0 (out of 10).

Delivery of activities

Compliance with deadlines is essential to ensure the fairness and planning of the training process.

In case of not submitting an evaluable formative activity in due time and form, and without prior justification, it will not be evaluated and, therefore, will be recorded as "not submitted".

The student is encouraged to communicate with sufficient time in advance to the teacher of the course/module, any difficulty that may affect their participation in any activity.

Attendance

Active participation in the training sessions is a key component of learning. In order to pass the course/module, at least 50% attendance is required. If this minimum percentage is not reached, the teacher may consider the course/module as "failed", according to the evaluation regulations of the Universidad Europea de Andalucía.

7.2. Second exam period

The extraordinary exam offers a new opportunity for students to demonstrate their learning. To pass it, it will be necessary to obtain a final grade (weighted average) equal to or higher than 5.0 (out of 10.0).

Delivery of activities

The student must submit and pass those mandatory training activities not delivered or not passed in the ordinary call, respecting the new deadlines established. In case of failure to comply with these new deadlines, the activity will not be evaluated and, therefore, will be recorded as "not presented"

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Date
In-person assessment tests	Feb 2026
Oral presentation	Nov – Dec 2025

Report writing	Dec 2025
Case study/problem scenario	Jan 2026
Research and projects	Feb 2026

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. REFERENCES

Recommended references are listed below:

- Castro F, Rodera I, Sardinero C. 2017. Nuevo Español en Marcha 4 Curso de español como lengua extranjera. Madrid: Sgel.
- Corpas J, Garmendia A, Sánchez N, Soriano C. 2014. Aula 6 Curso de Español Nueva Edición. Barcelona: Difusión
- Evans, V., Dooley, J., Caldwell, J. 2016. Career Paths, Dentistry. Express Publising.
- Gónzalez A. 2010. Odontobook Guía práctica de Odontología. Madrid: SYL Creaciones Gráficas y Publicitarias. Inglés.
- Nunez D. 2011. Spanish Terminology for the dental Team. Elsevier Mosby.
- Paterson, K. 2013. English Grammar and practice for Academic Purposes. Oxford University Press.
- Richmond, D. 2018. Practice makes perfect: Spanish vocabulary Mc Graw Hill, New York,
- Richmond, D. 2020. Practice makes perfect: Basic Spanish, Premium. Mc Graw Hill, New York
- A bilingual dentistry dictionary English-Spanish, Spanish-English.

10. AREA OF GUIDANCE, DIVERSITY AND INCLUSION

The Area of Guidance, Diversity and Inclusion (ODI) offers support to students throughout their university career, with the aim of facilitating their academic and personal development and supporting them in achieving their goals. This Area focuses its work on three Core pillars: the inclusion of students with specific educational support needs, the promotion of universal accessibility in the educational community and the guarantee of equal opportunities for all.

Among the services offered are:

- **Academic accompaniment and monitoring**, through counselling and the development of personalised plans aimed at those who need to improve their academic performance.
- **Attention to diversity**, through the implementation of non-significant curricular adjustments - in methodological and Assessment aspects - for students with specific educational support needs, in order to guarantee equal opportunities.
- **Extracurricular training resources**, aimed at developing personal and professional Competencies that contribute to the integral growth of students.
- **Vocational guidance**, through the provision of tools and advice to those who have concerns about their choice of Degree or are considering a change in their educational path.

Students in need of educational support can contact the Area via the following email address: orientacioneducativa@universidadeuropea.es

11.   ONLINE SURVEYS

Participating in the Satisfaction Surveys is an enriching opportunity to contribute to the continuous improvement of the Degree as well as the institution. Thanks to them, it is possible to identify which aspects of academics, teaching staff and the teaching-learning process are working well and which can be further improved.

With the aim of encouraging active participation in the completion of surveys among students, various channels of dissemination have been set up. The surveys are available in the space provided on the Virtual Campus and are also sent by email to facilitate access.

The responses collected allow decisions to be made that have a direct impact on the quality of the learning experience and on the day-to-day life of the university community.