

## 1. BASIC DATA

<b>Subject</b>	Inglés / English
<b>Degree</b>	Fisioterapia / Physiotherapy
<b>School/Faculty</b>	Faculty of Health Science
<b>Year</b>	2
<b>ECTS</b>	6
<b>Credit type</b>	Basic
<b>Language/s</b>	English
<b>Modality</b>	In-person
<b>Semester</b>	4
<b>Academic year</b>	2025/2026
<b>Coordinating professor</b>	<u>Ibrahim Casanova Gómez</u>

## 2. PRESENTATION

This course focuses on the acquisition of communicative competence in English for Specific Academic Purposes. Therefore, the discursive, grammatical, sociolinguistic and strategic sub-competences will be worked on with an action-oriented approach based on a notional-functional learning system in the specific field of study of the student's degree programme. From the perspective of the Common European Framework of Reference for Languages, and the descriptors of the level of independent user (B2), the sessions will be organized around improving the student's reading and writing skills and oral comprehension and expression. In order to develop these skills and contribute to an overall improvement in communication abilities, emphasis is placed on understanding a solid grammatical and lexical base. As a subject focused on English for health, the Sustainable Development Goal number 3 (Good Health and Well-being) of The United Nations 2030 Agenda for Sustainable Development constitutes an important part of the course.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Basic and general competencies:

- CG19 - Communicate effectively and clearly, both orally and in writing, with users of the healthcare system as well as with other professionals.
- CB1 - That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.
- CB4 - That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.

- CB5 - That students have developed those learning skills necessary to undertake further study with a high degree of autonomy.

**Cross-curricular competencies:**

- CT6 - Oral communication/written communication: ability to transmit and receive data, ideas, opinions and attitudes to achieve understanding and action, being oral that which is carried out through words and gestures and written, through writing and/or graphic supports.
- CT12 - Critical reasoning: Ability to analyze an idea, phenomenon or situation from different perspectives and to assume before his/her own personal approach, built from rigor and argued objectivity, and not from intuition.
- CT17 - Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations for the achievement of common objectives.

**Specific competencies:**

- SC02 - Understand the principles of biomechanics and electrophysiology, and their main applications in the field of physiotherapy.
- SC03 - Identify the psychological and social factors that influence the state of health or disease of individuals, families and community.
- SC05 - Understand learning theories to be applied in health education and in the lifelong learning process itself.
- SC06 - Understand the psychological aspects of the physical therapist-patient relationship.
- SC07 - Identify the factors involved in teamwork and leadership situations.
- SC01 - Know the principles and theories of physical agents and their applications in physical therapy.
- SC04 - Know and develop the theory of communication and interpersonal skills.
- SC08 - Identify the anatomical structures as a basis of knowledge to establish relationships dynamically with the functional organization.
- SC09 - Know the physiological and structural changes that may occur as a result of the application of physiotherapy.
- SC10 - Recognize life-threatening situations and know how to perform basic and advanced support manoeuvres.
- SC11 - Know the pathophysiology of diseases identifying the manifestations that appear throughout the process, as well as the medical-surgical treatments, mainly in their physiotherapeutic and orthopaedic aspects.
- SC12 - Identify the changes produced as a consequence of physical therapy intervention.
- SC13 - Encourage the participation of the user and family in their recovery process.
- SC14 - Know and identify the psychological and physical problems derived from gender violence in order to train students in prevention, early detection, assistance, and rehabilitation of victims of this form of violence.

**Learning outcomes:**

- LO1: Comprehension of oral communication in English on topics of general interest and/or related to technical studies.
- LO2: Comprehension of written texts and reports in English on topics of general and/or technical interest, i.e. articles, descriptive brochures, manuals, process descriptions.
- LO3: Presentation and oral argumentation of topics of various kinds.
- LO4: Writing reports and texts on different topics.

- LO5: Making multimedia presentations in English.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB1, CB4, CB5, CT6, CT12, CG19, SC03, SC06, CE04	LO1. Comprehension of oral communication in English on topics of general interest and/or related to technical studies.
CB1, CB4, CB5, CG19, CT6, CT12, CE01, CE04, CE11, SC05	LO2. Comprehension of written texts and reports in English on topics of general and/or technical interest, i.e. articles, descriptive brochures, manuals, process descriptions.
CB1, CB4, CB5, CG19, CT6, CT12, CT17, CE04, SC05, SC06, SC07	LO3. Presentation and oral argumentation of topics of various kinds.
CB1, CB4, CB5, CG19, CT6, CT12, CE04, CE11, CE12, SC05, SC06,	LO4. Writing reports and texts on different topics.
CB1, CB4, CB5, CG19, CT06, CT12, CT17, CE02, CE04, CE08, CE09, CE10, CE13, SC05, SC07	LO5. Making multimedia presentations in English.

## 4. CONTENT

- Vocabulary related to topics of general or current interest and specific to the area of study.
- Grammatical and communicative structures in English.
- Listening to materials related to topics of general interest and/or the area of study.
- Keys to a good multimedia presentation in English.
- Oral and written communication in English.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Problem Based Learning (PBL)
- 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
Tutorials	15
Practical exercises	50
Class practice	15
Problems	20
Self-study	50
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

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

### Campus-based mode:

Assessment system		Weight (%)
Knowledge Tests	<ul style="list-style-type: none"> <li>Written Test (30%)</li> <li>Oral Test (20%)</li> </ul>	50%
Oral presentations	<ul style="list-style-type: none"> <li>Oral presentation project</li> </ul>	10%
Essay	<ul style="list-style-type: none"> <li>Writing work x2 (20%)</li> <li>Conversation Practice Dossier (10%)</li> </ul>	30%
Case / Problem	<ul style="list-style-type: none"> <li>Active participation in class</li> </ul>	10%
Total		100%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the ordinary call, you must obtain a grade equal to or higher than 5.0 out of 10.0 in each of the evaluation systems of the subject.

If cases of plagiarism are detected in any of the submitted activities, the activity will be graded with a 0 and considered failed in the ordinary call. Late submission of activities is also not allowed (they will be graded with a "0"), except in duly justified cases. These activities must be made up in the extraordinary call, and the same regulations will apply in that call.

Finally, in order to pass the course in the ordinary call, a minimum of **50% class attendance** is required. Justification for absences does not eliminate them under any circumstances.

According to the internal regulations of the Faculty of Health Sciences, in the case of theoretical or practical classes determined as compulsory by the lecturer in the course schedule, the student must register 70% attendance, regardless of whether the absence is justified or not. Failure to provide proof through the means required by the University will entitle the lecturer to grade the subject as failed in the ordinary call, in accordance with the grading system.

The European University of Valencia establishes continuous assessment as the system for evaluating the knowledge, skills, and basic, general, transversal, and specific competences of the "Bachelor's Degree in Physiotherapy," in accordance with the provisions of the Degree Evaluation Regulations. In this regard, and for the purposes of the use of examination sessions, the student must be aware that if they present any evaluation system provided in the Learning Guide, in the ordinary call the student will receive an overall grade for the course, thus using up the call.

## 7.2. Second exam period

To pass the course in the extraordinary call, you must obtain a grade equal to or higher than 5.0 out of 10.0 in each of the course evaluation systems.

The activities not passed in the ordinary call must be submitted after receiving the corresponding corrections from the lecturer, as well as those that were not submitted.

The European University of Valencia establishes continuous assessment as the system for evaluating the knowledge, skills, and the basic, general, transversal, and specific competences of the “Bachelor’s Degree in Physiotherapy,” in accordance with the provisions of the Degree Evaluation Regulations. In this regard, and for the purposes of the use of examination sessions, the student must be aware that in the extraordinary call, it will be the Objective Knowledge Test (POC) that determines whether the call is used or not. In the exceptional case that the student only has pending evaluation system(s) other than the POC, they will be considered as NP (Not Presented) if they do not submit them, and will receive a numerical grade if they submit at least one of them.

Assessment system		Weight (%)
<b>Knowledge Tests</b>	<ul style="list-style-type: none"> <li>Written Test (30%)</li> <li>Oral Test (20%)</li> </ul>	<b>50%</b>
<b>Oral presentations</b>	<ul style="list-style-type: none"> <li>Oral presentation project (individual)</li> </ul>	<b>20%</b>
<b>Essay</b>	<ul style="list-style-type: none"> <li>Writing work x2 (20%)</li> </ul>	<b>20%</b>
<b>Case / Problem</b>	<ul style="list-style-type: none"> <li>Conversation Practice Dossier</li> </ul>	<b>10%</b>
<b>Total</b>		<b>100%</b>

## 8. SCHEDULE

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

Assessable activities	Deadline
Knowledge Tests: Written Test	7th January 2026
Knowledge Tests: Oral Test	2 <sup>nd</sup> week of December
Case/Problem: Active participation in class	Continuous assessment throughout the course
Essay: Writing 1, Writing 2	2 <sup>nd</sup> week of October 1 <sup>st</sup> week of December
Oral presentation: Oral presentation project	3rd week of November
Essay: Conversation practice dossier	1 <sup>st</sup> week of December

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. BIBLIOGRAPHY

The main reference work for this subject is this Coursebook: (students **must** obtain this coursebook to be able to complete the course).

- Marie McCullagh and Ros Wright. Good Practice Student's Book. Communication Skills in English for the Medical Practitioner. ISBN: 9780521755900

The recommended Bibliography is:

- Michael Swan. A Practical English Usage. Oxford University Press.
- Michael McCarthy and Felicity O'Dell. English Phrasal Verbs in Use – Intermediate to Upper Intermediate. Cambridge University Press.
- Michael McCarthy and Felicity O'Dell. English Idioms in Use. Cambridge University Press.
- Mark Hancock. English Pronunciation in Use. Cambridge University Press.
- <http://www.bbc.co.uk/worldservice/learningenglish/>
- <https://www.collinsdictionary.com/es/>
- <http://www.wordreference.com/>

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

The Educational Guidance, Diversity and Inclusion Unit, offers support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility in the different campuses of the university and equal opportunities.

This unit offers students:

1. Accompaniment and monitoring by mean of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, in terms of methodology and assessment, for those students with specific educational support needs, thereby pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop different competences that will enrich their personal and professional development.
4. Vocational guidance through the provision of tools and counselling for students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students who need educational support can write to us at:  
[orientacioneducativa.uev@universidadeuropea.es](mailto:orientacioneducativa.uev@universidadeuropea.es) at the beginning of each semester.

## 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.