1. BASIC INFORMATION

Asignatura	IDIOMA MODERNO
Titulación	GRADO EN TERAPIA OCUPACIONAL SEMIPRESENCIAL
Escuela/ Facultad	FACULTAD DE CIENCIAS BIOMÉDICAS
Curso	4th Year
ECTS	6 standard ECTS (150 hours)
Carácter	Basic
Idioma/s	English
Modalidad	Face-to-face
Semestre	Semester 1
Curso académico	202572026
Docente coordinador	VERÓNICA BARBETA TALÓN
Docente	VERÓNICA BARBETA TALÓN

2. PRESENTATION

English Language (6 ECTS) is one of the four cross-curricular subjects in this degree. The study of the English language will be present throughout all the learning process, the study of the literature not being limited to the Spanish language. Apart from the lectures in English, software, conferences, presentations and bibliography in the English language will also be used for that purpose.

The objective of this module is to develop communicative competence in the foreign language.

The course is designed to provide future graduates with knowledge and skills that will allow them to communicate in the foreign language and to interact with their peers in professional situations.

3. SKILLS AND LEARNING OUTCOMES

Core competencies:
•   **CC1: Students must demonstrate a deep knowledge and understanding of a field of study that is based on secondary education and that, whilst supported by advanced textbooks, involves acquaintance with the vanguard of their area of study.**
•   **CC2: Students must apply their knowledge to their work and vocation in a professional way and must demonstrate their skills in sustaining arguments and solving problems within their field of study.**
•   **CC3: Students must be able to gather data, usually within their field of study, interpret it and make judgments and considerations on relevant social, scientific or ethical issues.**
•   **CC4: Students must be able to convey information, together with ideas, problems and solutions to a specialized or non-specialized audience. ⬚ CC5: Students must have developed the necessary learning skills so as to undertake subsequent studies with autonomy.**

General competencies:
- **CG1: students must develop a knowledge of the history and theories of Architecture, as well as the arts, technologies and human sciences related to it.**
- **CG7: students must understand not only the relationship between people and buildings, and of these and their environment, but also that of the buildings and the spaces between them, depending on the needs and on human scale.**

Cross-curricular competencies:
- **CS2: Self-confidence: The ability to assess our own results, performance and capabilities with the inner conviction that we are capable of meeting the demands of a task or challenge.**
- **CS4: Analysis and synthesis skills: Being able to break down complex situations into their constituent parts, and also to assess other alternatives and approaches in order to find the best solutions. Synthesis seeks to reduce complexity in order to facilitate understanding and/or problem solving.**
- **CS5: Capacity to apply knowledge: Being able to use knowledge acquired in academic contexts in situations that resemble as closely as possible the reality of the chosen future profession.**
- **CS6: Oral and written communication skills: The ability to transmit and receive information, ideas, opinions and attitudes for the purposes of comprehension and action, oral communication involving speech and gestures, and written communication writing and/or graphics.**
- **CS7: Ethical values: The ability to think and act according to universal principles based on individual worth and full development of the human personality, and which entails a commitment to certain social values.**

Learning outcomes:
- **LO1: to understand spoken communication in English both from recorded and live sources, i.e. dialogues, talks, instructions, current affairs, personal issues when communication is clear and not too fast.**
- **LO2: to start and maintain conversations about familiar topics or expressing feelings. LO3: to ask and follow directions.**
- **LO4: to generally understand television and radio programs.**
- **LO5: to read and understand short articles in newspapers and magazines dealing both with familiar issues and specific technical vocabulary from the field of architecture. LO6: to understand and analyse short literary text about familiar topics.**
- **LO7: to produce short texts expressing personal opinions.**
- **LO8: to write personal letters talking about common experiences and events.**
- **LO9: to fill in simple forms or answer adverts asking for additional information. LO10: to make multimedia presentations in English about personal topics.**
- **LO11: to understand and write different kinds of curriculum vitae.**
- **LO12: to search for information in the internet (Web Quest) and cite correctly.**

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

Competencies	Learning outcomes
CC1, GC1, GC7, CCC2, CCC4, SC1	LO1: to understand spoken communication in English both from recorded and live sources, i.e. dialogues, talks, instructions, current affairs, personal issues when communication is clear and to too fast.
CC1, CC2, CC4, GC1, CCC2, CCC4, CCC5, SC2	LO2: to start and maintain conversations about familiar topics or expressing feelings

CC1, CC3, GC7, CCC4, CCC5, SC1, SC3	LO3: to ask and follow directions.
CC1, GC1, GC7, CCC2, CCC4, SC1	LO4: to generally understand television and radio programs.
CC2, CC3, CC5, GC1, CCC4, SC3, SC5	LO5: to read and understand short articles in newspapers and magazines dealing both with familiar issues and specific technical vocabulary from the field of architecture.
CC1, CC3, CC5, GC1, CCC4, SC3, SC5	LO6: to understand and analyse short literary text about familiar topics.
CC1, CC3, CC5, GC1, CCC4, SC4	LO7: to produce short texts expressing personal opinions
CC1, CC3, CC5, GC1, CCC4, SC4	LO8: to write personal letters talking about common experiences and events.
CC3, CC4, CCC4, SC4, SC5	LO9: to fill in simple forms or answer adverts asking for additional information.
CC2, CC3, CC4, GC1, GC7, CCC2, CCC4, CCC7, SC2, SC4, SC6, SC7	LO10: to make multimedia presentations in English about personal topics.
CC1, CC3, CC5, GC1, CCC4, SC3, SC4	LO11: to understand and write different kinds of curriculum vitae.
CC2, CC3, CCC4, SC4	LO12: to search for information in the internet (Web Quest) and cite correctly.

4. CONTENTS

1. COMMUNICATION IS KEY
2. HEALTHCARE APPROACHES
3. UNDERSTANDING RESEARCH
4. EFFECTIVE PRESENTATIONS
5. RECRUITMENT AND CAREERS
6. LOOKING TO THE FUTURE

5. TEACHING-LEARNING METHODOLOGIES

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

- Guided work, practical exercises and problem-solving tasks.
- Group work.
- Autonomous work.
- Tutorials, academic follow-up and assessment.

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
Guided work, practical exercises and problem-solving tasks.	75 hours
Group work.	25 hours
Autonomous work.	25 hours
Tutorials, academic follow-up and assessment.	25 hours
TOTAL	**150 hours**

Online mode:

Learning activity	Number of hours
Guided work, practical exercises and problem-solving tasks.	75 hours
Group work.	25 hours
Autonomous work.	25 hours
Tutorials, academic follow-up and assessment.	25 hours
TOTAL	**150 hours**

7. ASSESSMENT

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

Campus-based and on-line mode:

	Assessment system	Weight
Activity 1	• The translation of the proposed words is adequate. • Sentences are coherent and make sense.	10%

	• The student demonstrates that he/she knows how to use the terminology in context.	
Activity 2	• The student understands the text • The student answers questions appropriately • The student uses the vocabulary taught in class to answer questions	10%
Activity 3	• The student understands the video • Student understands the questions related to the video and answers them appropriately • The student uses the vocabulary taught in class to solve the activities.	10%
Activity 4	• Knows the vocabulary and grammar necessary for effective communication in the field. • Can present concepts clearly both orally and in writing. • Can identify, understand and explain specialized terminology and concepts. • Can correctly apply theoretical knowledge on the subject and participate in group decision making. Can demonstrate communicative competence in oral multimedia presentations.	10%
Activity 5	• Can answer the questions in the exam correctly.	60%

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

In order to pass the subject during the first exam period, you should obtain a grade superior or equal to 5 out of 10 as the final grade (equivalent to the average grade of the graded tasks plus the final assessment)*, taking that into account:

The final test will account for 60% of the final grade. It is obligatory to pass the final test with a grade superior or equal to 5.

Regarding the rest of activities, which include case studies, problem solving, projects, text and report writing, as well as oral presentations, these will account for 40% of the final grade. It is necessary to

obtain a grade of 5 or higher on the final test in order in order for the grades from said activities to be taken into account for your final grade.

*Should you not have the minimum level required to take the subject, your final grade will be the average result of 4 assessments covering the different skills. You should obtain a grade superior to 5 out of 10.

If you are granted the chance of sitting the early call in December, the assessment criteria applied will be those of the First Exam Period.

Attendance: you must attend at least 50% of the on-site classes and participate actively in the activities, debates and presentations.

7.2. Second exam period

In order to pass the subject during the second exam period, you should obtain a grade superior or equal to 5 out of 10 as the final grade (weighted average grade) of the subject*.

The activities which did not achieve a passing grade in the first exam period should be submitted, after having received feedback from the teacher, as well as those activities that were not originally submitted.

* Should you not have the minimum level required to take the subject, your final grade will be the average result of 4 assessments covering the different skills. You should obtain a grade superior to 5 out of 10.

8. SCHEDULE

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

Assessable activities	Deadline
Activity 1: BUILDING TECHNICAL GLOSSARY	25th November
Activity 2: Reading Comprehension and written expression	24TH November
Activity 3: Listening comprehension	15th December
Activity 4: Final oral presentation	12th January
Activity 5: Final exam	-

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

Here is the recommended bibliography:

• DOFF Adrian, THAINE Craig, PUCHTA Herbert, STRANKS Jeff, LEWIS-JONES Peter. (2016) Empower B2. UK: Cambridge University Press.

• NORRIS Roy. (2015) Ready for First (3rd Edition). UK: Macmillan.

10. DIVERSITY MANAGEMENT UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic goals. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility in the different university campuses and equal opportunities.

From this Unit we offer students:

1. Support and follow-up through the provision of personalized advice and 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, at the level of methodology and evaluation, in those students with specific educational support needs, thereby pursuing equal opportunities for all students.

3. We offer students different extracurricular training resources to develop various skills that will enrich their personal and professional development. 4. Vocational guidance by providing tools and advice to students with vocational doubts or who believe they have made a mistake in choosing a degree.

Students who need educational support can write to us at:

orientacioneducativa@universidadeuropea.es

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.