1. **Title of the module**

HISP5850 (LS585) – Professional Spanish

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 CTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Pre-requisite: HISP3020 – Spanish Beginners A1-A2 (or equivalent to language level A2 of the CEFR must be demonstrated)

1. **The course(s) of study to which the module contributes**

Optional for BA Hispanic Studies (Single and Joint Honours)

Also available as an elective module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Function, in Spanish, on a social and general professional level within a general business context;

8.2 Communicate effectively to a variety of audiences and/or using a variety of methods in predictable situations in a professional context (Common European Framework of Reference indicative level: B1/B2);

8.3 Understand and accurately use vocabulary and forms of expression of the contemporary general Spanish business context.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Communicate and work as part of a team on a research and presentation project;

9.2 Problem solve by undertaking independent research in the library collections and using appropriate academic databases online;

9.3 Demonstrate transferable skills necessary for employment at the appropriate level in the target language: communication skills, organisation of events, participation in meetings, liaison with colleagues and customer care.

1. **A synopsis of the curriculum**

Students are taken through essential aspects of the conduct of business in Spain (and Spanish-speaking countries), both learning about those aspects and becoming familiar with specific features of the Spanish language encountered in a professional context. In terms of key skills, business skills and language skills, encourages the practice of meticulous accuracy.

Students will develop their confidence in the use of specialised terminology and appropriate register in a professional context.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Butt, John, Benjamin, C. and Moreira Rodríguez. A. (2018). *A New Reference Grammar of Modern Spanish*. London: Routledge.

Corpas, Jaime. (2014). *Aula Internacional 4 B2*. Madrid: Editorial Difusión.

Hermoso, Ana, Goded, M. and Varela, R. (2005). *Bienvenidos: Español para profesionales*. Madrid: Editorial Enclave/ELE

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Assignment 1 (400 words) – 30%
* Assignment 2 (500 words) – 40%
* Group Presentation (20 minutes) – 30%

13.2 Reassessment methods

* 100% Coursework (3,000 words)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |
| Private Study |  |  | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |
| Assignment 1 | **x** | **x** | **x** |  | **x** | **x** |
| Assignment 2 | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation |  | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

In this specialist language module, students will be required to develop their communication skills in reading, writing, listening and speaking. Students will learn about the various aspects of a Spanish-speaking business environment, and they will practise key skills necessary in such an environment, using an extended vocabulary and specialised forms of expression and register of the contemporary Spanish-speaking business context. The focus here is very much on being open and reactive in an international context. The assessments also test the same communication skills and emulate the situations that students may realistically expect to encounter in communication with professionals in the target language.

**DIVISION USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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