

**III UNIVERSITY EXPERT COURSE ON  
SPANISH LAW TAUGHT IN ENGLISH:  
GLOBAL STUDY**

**STUDENT LEARNING GUIDE 2017**

*This course is available for face-to-face study or by distance learning*

## **BASIS AND CONTEXT**

The Universidad Internacional de Andalucía, Spain (UNIA - Andalusian International University) has decided to offer an Expert University Course on Spanish Law taught in English. This course is available for face-to-face study or by distance learning. The scope of the course is to offer legal professionals a programme which will provide them with an accurate knowledge of the Spanish law as applied to institutions and regulations. The aim is to enable the candidates with the ability to offer their clients the broadest possible view and knowledge of Spanish Law (private and public law) this will provide the students with an overall better understanding and also the ability to make the best use of; Spanish, Latin-American and Philippine Laws (which are cognate Laws).

The programme will also assist professionals in carrying out their activities in foreign trade or dealing with multinational companies. The university is offering this course as a way of improving attorneys' training as well as providing developing their practices in Spain and Latin-America.

This course is also suitable for Spanish speaking legal professionals that wish to improve their legal English level in an efficient, interactive and pleasant way. The need to train legal professionals to be proficient in English has increased because of the growing relevance that the English language is acquiring in different areas of legal practice, both at the level of international commerce, and because of the growth of foreign residents in Spain. In this context, English has become the new lingua franca. This means generally, but especially in certain tourist areas, that the professional who wants to be efficient and competitive must have a level of technical English (legal English) sufficient enough to enable them to interpret written documents and communicate with non-national clients at the same level as colleagues in other territories in the European Union.

The scope of this course is to provide legal professionals with a program which will provide them with an accurate knowledge of the English language as applied to our institutions and regulations. The aim is to enable them to offer their clients the highest possible level of linguistic skills, in addition to their professional qualifications, when assisting nationals and non-nationals whose rights are, or might be violated. The program will also assist professionals in carrying out their activities in foreign trade or dealing with multinational companies.

Therefore, throughout the course there will be a strong emphasis on the practical application of knowledge. In this context, the lessons will take a 'case-study' teaching approach following the case law method that is generally used in British and North American law studies

Legal English will be studied along with specific teaching on the different legal subjects considered. This will allow the participants the possibility of updating their

knowledge on the applicable law and will offer them an insight into the current issues in their different fields of practice, especially in Private Law; both international and national. However, the program only considers some of the institutions and subjects within Spanish Law, some in more depth than others. The aim is to provide a general perspective, though the program offers a more detailed vision of those topics that have been considered to be of greater relevance.. Clearly the program can not attempt to include all the fields of Spanish Law, but it will offer sufficient linguistic skills in the most important topics. We believe that these topics will contribute to the training of a lawyer who is used to dealing with English speaking clients.

This program has been prepared with both classroom sessions and on-line learning in mind. This means that each subject will make the most of the time available. However, special emphasis will be placed on those topics with greater relevance to participants, or greater legal controversy. In parallel, some topics may be the subject of more in-depth study using the UNIA Virtual Campus - this digital platform will play a crucial role during this course.

Each week the students enrolled on the blended learning mode will carry out an on-line project identified by the teacher during the in-class session of that week. This project will have a practical dimension, and though it may also focus on specific case law, it may deal with those subjects that have been considered in the in-class session or in the materials that each teacher will provide through the UNIA Virtual Campus.

The students enrolled on the fully on-line mode will also have to do the same weekly assignments as the students on the blended course. These tasks will be successively uploaded in the windows corresponding to each weekly session and, unless stated otherwise in the instructions, instructions; these will always be mandatory. Alongside this, the students will have to follow the sessions that will be transmitted interactively, in order to allow them to take part in every section of the course.

## INFORMATION ABOUT THE PROGRAM

<b>Title of Course</b>	III University Expert Course on Spanish Law taught in English: Global Study
<b>Coordinating University</b>	Universidad Internacional de Andalucía / International University of Andalusia (Malaga Technological Campus) Málaga. Spain
<b>Co-directors</b>	José Manuel de Torres Perea / Adolfo Martos Gross
<b>Module Coordinators</b>	Module I: María Luisa Gómez Jiménez Module II: José Manuel de Torres Perea Módulo III: Yolanda de Lucchi López Tapia
<b>Academic Comission</b>	Adolfo Martos Gross, María Luisa Gómez Jiménez, José Manuel de Torres Perea and Yolanda de Lucchi López Tapia
<b>Number of credits</b>	25 Credits ECTS
<b>Teaching Methods</b>	Virtual, with online or on-site sessions (depending on the type of course)
<b>Taught Period Calendar</b>	From January to July 2017. Mondays 15:00-18:00 (Spanish time)
<b>Target Population</b>	Lawyers, legal professionals, translators, interpreters

## THE TEACHING TEAM

Here are the details of our teaching team, who are involved in designing, preparing and delivering this Program:

Lola Gamboa. Bachelor in Law. Legal English Teacher at the Law Society of Malaga

Adela Martínez García. “Profesora Titular” (Associate Professor of Legal and Socioeconomic Translation at the University of Málaga. Professional Translator and interpreter. Forensic Linguistic

Hannah Louise Gorman. Expert in English Law

Carmen Rocío Fernández Díaz, Criminal Law Senior Lecturer. UMA

Yolanda Bergel Sainz-Baranda. Associate Professor of Civil Law”. Carlos III University of Madrid

Ana Romero Porro. Lawyer. Member of the Law Society of Málaga. Member of Cremades & Calvo Sotelo Legal firm

Rosa Milà Rafel. Profesora Ayudante (Assistant Lecturer) of Civil Law. Pompeu Fabra University. Barcelona

José Manuel de Torres Perea “Profesor Titular” Associate Professor of Civil Law”. University of Málaga

Ana María Prieto del Pino. Profesora asociada (Associate Lecturer) of criminal law. University of Málaga

Susana Sánchez Ferro. Profesora contratada doctora (contracted lecturer as doctor) of Constitucional Law. Madrid Autónoma University.

Teresa Rodríguez de las Heras Ballell. Associate Professor of Commercial Law”. Carlos III University of Madrid

Eugenio Olmedo Peralta. Max-Planck Institute for Intellectual Property and Competition Law. Lecturer of Commerce Law. University of Málaga

María Luisa Gómez Jiménez. Profesora Contratada doctora (Contracted Lecturer as a Doctor) of Administrative Law. University of Málaga

Lorenzo Sánchez-Stewart. Lawyer. Member of the Law Society of Málaga. Solicitor member of the Law Society of England & Wales.

Federico Pérez-Padilla Díaz-Castanys. Lawyer. Welllaw partner	Isabel Torres Cazorla Associate Professor of International Public Law". University of Málaga
Julieta Moreno-Torres Sánchez. Legal Assessor at Malaga Child Protection Children Service. Junta de Andalucía.	Nicolás Morcillo Hidalgo. Lawyer-partner Gaona Abogados
Beatriz Gregoraci Fernández. Civil Law Senior Lecturer of Civil Law. UAM	Ángel Rodríguez-Vergara Díaz. Constitutional Law Professor. UMA.
Luis Muñoz de Dios Saez. Notary in Madrid	Roland Krause, Senior Lecturer of International Private Law. Freie Universität of Berlin. Lawyer. Member of the Law Society of Berlin
José María del Río Villo. Lecturer at Queen Mary University. Lawyer	
Isabel Pérez Blanco. Lawyer. Member of the Law Society of Málaga.	Juan Pablo Murga Fernández. Civil Law Senior Leturer Universidad de Sevilla

## **GENERAL COMPETENCIES AND SPECIFIC OBJECTIVES**

This program aims to provide an insight into certain aspects of the Spanish legal system and also improve the proper use of legal English for professional purposes. Therefore, a comprehensive study of the whole discipline is not expected, for it is designed as a specialisation course. Despite the fact that the method of teaching is mainly practice-oriented, some basic theoretical explanations are provided as required to interpret and analyse practical assignments. To that end, the course will be developed through a series of practical cases, mainly selected from the Spanish Supreme Court case law that will be prepared on a weekly basis in form of questionnaires. A continuous assessment of students is therefore possible.

The ultimate aim is to enable students to develop a sufficient command of legal English and improve their ability to communicate effectively in both professional and non-professional situations. Additionally, the course gives students the opportunity to broaden their knowledge in any of the topics covered on the syllabus, and develop their critical mind as a jurist. Not surprisingly, the teaching

method is focused on promoting analysis and the participative discussion of case law.

As a result, the course is expected to stimulate the skills of problem solving, finding fair solutions, developing legal knowledge, active participation and critical legal thinking.

Notwithstanding the priority given to the “case method” as the principal teaching method, theory still has a role to play. Theoretical knowledge is necessary to enlighten practical decisions, and theoretical explanations will be crucial for understanding fundamental concepts and dealing with the most controversial issues in each area.

In order to guarantee effective progress in the use of English, a session in the introductory module will be devoted to the in-depth study of the language. Thus, whereas the first module is focused on the study of the English language, the subsequent three modules tackle different topics in both Spanish Public and Private Law. All sessions will be taught exclusively in English. Instructors will provide students with written handouts in advance of their session to make it easier for students to prepare and follow classes.

## **STRUCTURE AND CONTENT OF THE PROGRAM**

### **A. PROGRAM OVERVIEW AND SCHEDULE**

The program will last from January to July 2017. During the teaching period students will learn about the different topics proposed which will be developed through teamwork exercises, practical exercises etc. This will be done with the support of all tutors who will teach dynamically, while helping with questions and assessing outcomes by the means of the virtual online platform, or assessment during the training sessions where appropriate.

The topics and materials in this first phase will be worth the equivalent of 25 ECTS

### **B. THEMED GROUPS AND MODULE STRUCTURE**

Without neglecting the theory, the main purpose of this course is for it to be very practical.

The **first** module is "Using Legal English and Public Law"

The **second** module is "Private Law I"

The **third** module is "Private Law II"

Each session has been structured as an independent subject so as not to overlap with others. This means that the session will begin with a classroom lesson to be held weekly for both blended students and online students. Before the class the teacher will have made the relevant material available on the internet, and it will be the student's responsibility to download and study the material. Specifically, the teacher will have uploaded the materials dealing with the controversial points to be studied. From each Monday at 21:00, students will be able to access a 10-answer questionnaire, or complete an alternative assignment, to be answered in a maximum of 60 minutes. To be able to complete this subject he/she will have previously needed to read a case (usually based on a real judgment) as well as the material posted by the teacher on the internet. After reading the material (and where appropriate, taking into account the explanations given in the classroom session), the student will be able to open the questionnaire and complete the answers. The questionnaire will be evaluated on a 10-mark scale based on the number of correct answers. The questions will be of three possible categories: a) short answer (i.e. write the number of the civil code article required to solve the question posed), b) multiple choice question, in this case a total of four possible solutions will be presented from which only one will be correct, or c) the questions may require an explanation to be marked by the teacher.

Students will have a maximum of 7 days to complete the questionnaire, i.e. before the following Monday. During this time the student can open and complete the questionnaire at any time but will only be able to open it once. The only requirement is a computer connected to the Internet. Once the period has ended, the correct answers will be made visible so that students can self assess. Each week the correct number of marks achieved by each student will be uploaded into the Moodle platform on a cumulative basis. Since each questionnaire or alternative assignment can award a maximum of 10 points, and in each session there is one questionnaire, in the first module the student may achieve a total of 100 points, another 100 in the second, and another 100 in the third one. These marks will be taken into account along with the mark obtained in the personal examination to be held at the end of each module for the student's final assessment.

Following each session the student will also need to complete the assignment required by the teacher. Individual forums will be opened for each session to enable questions to be raised that may be of general interest (note that anything posted on the forum will be received by all course students in their respective emails, therefore it is very important that any issues addressed to the teacher alone are remitted to him directly by an internal message). Students will also be expected to participate in the virtual activities to be assigned by each teacher on a weekly basis (e.g. wiki development, glossaries etc ...). Failure to participate in the proper



compulsory activities on a particular session will cause the student will get a "0" mark in that session and will therefore not be able to attend to the Module's final personal exam, i.e., in order to pass the course, it is compulsory to complete the weekly assignment required by the teacher. It is intended that the assignment to be performed at home is not too onerous, so it can be completed over an afternoon. Failure to complete it will mean that it cannot be marked.

## **CONTENT OF THE COURSE**

**Module 1.- Using Legal English and Public Law. 8 credits ECTS.**

**Coordinator: María Luisa Gómez Jiménez**

1.A. Introduction to Legal English I. 1. ECTS. Lola Gamboa. LLM. Legal English Teacher. Graduated in Law.

1.B. Introduction to Legal English II. 1. ECTS. Adela Martínez García. Associate Professor of legal and socioeconomic translation. Professional translator and interpreter. Forensic linguist. Malaga University

2.A Constitutional Law. 1 ECTS. Ángel Rodríguez-Vergara Díaz, Constitutional Law Professor

2.B. Introduction to Legal English III. 1 ECT. Lola Gamboa. LLM. Legal English Teacher. Graduated in Law.

3.A. Tax Law 1. ECTS. Lorenzo Sánchez-Stewart. Practising lawyer, Spain, England and Wales.

3.B. Introduction to Legal English IV. 1. ECT. Lola Gamboa. LLM. Legal English Teacher. Graduated in Law.

4.A. Administrative Law. 1. ECT. María Luisa Gómez Jiménez, Senior Lecturer on Administrative law, Malaga University

4.B. Criminal Law. 1.ECT. Ana María Prieto del Pino, Senior Lecturer in Criminal law. Malaga University.

**Module 2.- Private Law I. 8 credits ECTS.**

**Coordinator: José Manuel de Torres Perea**

5A. Introduction to Private Law. An overview on Contracts. Breach of contracts 1.ECTS. José Manuel de Torres Perea. Associate Professor of Civil law, Malaga University,

5.B Breach of contracts, Beatriz Gregoraci Fernández, Civil Law Senior Lecturer. Universidad Autónoma de Madrid 1 ECTS

6A. Sale of land, Lease and Deposit).1 ECTS. Yolanda Bergel Sainz-Baranda. Lecturer in Civil law. Carlos III University. 1 ECTS

6B. Contractual Obligations: European perspective, Common Law comparative and the application in Spanish law, José María del Río Villo. Lawyer, Lecturer at Queen Mary University. 1 ECTS

7A. Construction Law. 1 ECTS. Rosa Milà Rafel, Civil Law Senior lecturer, Pompeu Fabra University. Barcelona.

7B. . Tort Law. 1 ECTS. Ana Romero Porro. Practising lawyer in Malaga. 1 ECTS.

8. Introduction to *in rem* rights (Real rights). 2 ECTS. Juan Pablo Murga Fernández, Civil Law Senior Lecturer at Universidad de Sevilla, and Luis Muñoz de Dios Saez, Notary in Madrid. 2 ECTS.

**Module 3. Private law II. 9 credits ECTS.**

**Coordinator: Yolanda de Lucchi López Tapia**

9A. Family Law. Deprivation, suspensión and restriction of parental rights in criminal proceedings. Civil Procedural Law. 1 ECTS, Carmen Rocío Fernández Díaz, Criminal Law Senior Lecturer at the UMA.

9B. Child protection system in Spain. Julieta Moreno-Torres Sánchez. Legal Assessor at Malaga Child Protection Children Service. Junta de Andalucía. 1 ECT

9C. . Family Law. A constitutional perspective, and Family company agreements. Susana Sánchez Ferro and Federico Pérez-Padilla Díaz-Castanys 1 ECTS

10A. International commerce and insolvencies. Eugenio Olmedo Peralta. Senior Lecturer in Commercial law, Malaga University. 1 ECTS

10B. Commercial Law. Commercial sale and Companies, and International commerce and insolvencies1 ECTS. Teresa Rodríguez de las Heras Ballell. Associate Professor of Commercial law. Carlos III University. Madrid.

11A. Procedural Law. Yolanda de Lucchi López Tapia. Associate Professor of Procedural law, Malaga University.

11B. A practical approach to Public International Law. Focus on ECHR and CJEU. Maribel Torres Cazorla. Associate Professor of International Public Law, Malaga University

12A-B. International Private Law. 2 ECTS. Isabel Pérez Blanco. Practising lawyer in Malaga., and Roland Krause, Senior Lecturer at the Freie Berlin University

## **METHODOLOGY AND LEARNING STRATEGIES**

The course can be taken on-line or by part-time attendance. The maximum number of students that can register each year is 20, and this figure includes both the distance students as well as those who wish to do the course on-line. In any event enrolment preference will be given to students opting for the part-time format.

**PART-TIME PROGRAMME ENROLMENT:** The distance learning method includes weekly classroom sessions as a supplement to studying via the Virtual Campus of the Universidad Internacional de Andalucía (<http://www.campusvirtual.unia.es>), which is the teaching and learning environment through which most of the workload in credits and the student work will be carried out. Students who choose the part-time enrolment format must attend a minimum of 80% of the scheduled classes. The classroom sessions will be held at the headquarters of the UNIA in Malaga at the Technological Park.

**ONLINE PROGRAMME ENROLMENT:** In this case the sessions will be followed interactively online, meaning that the entire course can be followed via the virtual platform (Moodle) that will be shared by all students, regardless of the programme that they are following. This means that all the tasks for each session must be answered by all students, regardless of their type of enrolment.

The educational and methodological techniques on which both methods of study are based are presented as follows:

### **A. VIRTUAL CREDITS: TEACHING- LEARNING VIA UNIA'S VIRTUAL CAMPUS**

From UNIA's Virtual Campus students will have a number of general resources and programme assistance guides at their disposal (including this tutorial). In each of the modules they will acquire knowledge through individual and group activities and will find subjects that include both core and supplementary materials, the nature of which will vary depending on each case, and they will be able to check their progress and put this knowledge to practice. These materials will also be accompanied by instructions and resources that with help and guide the student.

This Virtual Campus also offers a number of tools, such as email, forums, chats, etc, which facilitate communication with tutors and peers, for clarification of doubts, swapping and moving materials and, generally supporting the learning process.

Tutors will focus mainly on streamlining and facilitating the student's learning according to their individual needs rather than acting as sources of knowledge. They will be moderating debates, providing guidelines and recommendations when

students carry out their activities and the final project also encouraging them to discover the possibilities offered by the course for themselves.

### **A.1. Educational basis for UNIA's virtual teaching-learning model.**

The learning model is therefore based on the following educational principles.

- **Self-learning.** Course materials as well as the practical activities are designed so that students can advance at their own pace and check their progress at all times. They can **learn individually and independently**.
- **Collaborative work.** Not only will students learn individually, but part of their knowledge will be obtained in groups, through interaction with the other members of the course through the Virtual Campus. Hence the importance of participation in this environment and in the collective activities, which will be taken into account during evaluation.
- **Tutor support.** The teaching staff will **guide the group** in the learning process, **tracking individual participation**, effort and results throughout the length of the course and **solving any possible doubts**.

Each of the modules and programs is designed specifically, with careful planning of certain objectives and evaluation criteria as well as a various tasks, individual activities, group work, practical applications, forums and debates based on different methodological strategies and techniques as well as a proposed timing for the study of materials and the conduct of such activities, which are broadly set forth below.

*Please note that each module includes a specific tutorial, which is accessible via the relevant page on the Virtual Campus site, where you will find more detailed information. Your enquiry at the beginning of each block may therefore be useful.*

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### **A.2. Didactic means accessible through Virtual Campus**

The student will find, in general, in each module, a series of **didactic means and learning resources**:

- **Basic study materials**, prepared by teachers expert in the topic, structured by subjects or didactic units and accessible as files through Campus.

- **Complementary resources**, such as bibliography and web, papers, court decisions, technical and legal documents, etc that will allow the student a deeper study in particular aspects of the subject.
- **Individual practical work**, focusing on the solution of problems or cases, research and investigation through the Web, etc. that the student will have to carry out and send to the tutor through the Virtual Campus.
- **Group and collaboration activities**, developed through the different communication tools of the Virtual Campus. The most frequent are debate forums on the subject, chats, etc.
- **Auto-evaluation questionnaires** that the student will do at the end of each block, the result of which shall be automatically recorded in the system and will be available for the tutor.

Alongside these specific resources, whose nature and form in Virtual Campus can change depending on the case, in all the courses the student will have access, in addition to the above didactic guides, to a series of communication resources, help and guidance that will facilitate learning. Among them:

- **News Forum**, accessible from block 0 of the central column of each course, through which the tutors can follow the group along the module or subject, and will inform them of the most important events relevant to them.
- **Calendar**, where, in connection with the News Forum, the main events of the course shall be noted (programmed chats, deadline for the activities, etc.)
- **Tutorials Forum and Block of Messages**, through which the students can make inquiries to the rest of the students (in the first case) or private inquiries (in the second case).
- Document with FAQs about the use of the Virtual Campus, also accessible from that block, through which the student can find the answer to the main questions related, among others, to the navigation through the Virtual Campus or the contents thereof, communication tools and evaluation of the courses. Consultation of this document may be useful to learn how to publish messages in the forums, send papers, etc.

Alongside these resources, also from the common block of the course, access will be given to community services for users of the Virtual Campus, such as the library of the University, where the student will have access to administrative documents, or the Virtual Cafeteria, a space through which the student can access news and can communicate with the students of the Virtual Campus on non-academic matters.

### **A.3. Tutorial help online**

Throughout the program, the tutors of the corresponding modules will use the different **communication tools of the Virtual Campus** to track the **whole group**

**and individual students** online as well as to **answer different questions** related to the subject or about the methodology thereof.

In this way, the communications, notices or interesting reminding for the whole group shall be made mainly through the **News Forum** of the Campus (accessible from the right column of each course) so that each time a new message is published in this Forum, it will arrive through e-mail.

For individual communications the student shall use the **Block of Messages** accessible from the right column of each course or, if defective, the personal e-mail. The same means can be also used if he/she is willing to contact the teacher in private regarding particular matters related to the subject or methodology of each block.

The answer to those questions that can be of interest to all of the students will be made available through the **Tutorials Forum** that can be found in the block corresponding to the subject of the central column of the course. Please remember to use this means to ask questions that you think may be “common doubts”.

#### **A. ATTENDANCE CREDITS: TEACHING-LEARNING FACE-TO-FACE TRAINING**

A face-to-face session (only the students under the face-to-face system have to attend the class as the online students can follow the class via the Internet) will be delivered each Monday (15:00-18:30 pm), at the Building of the International University of Andalucía (UNIA) in Málaga.

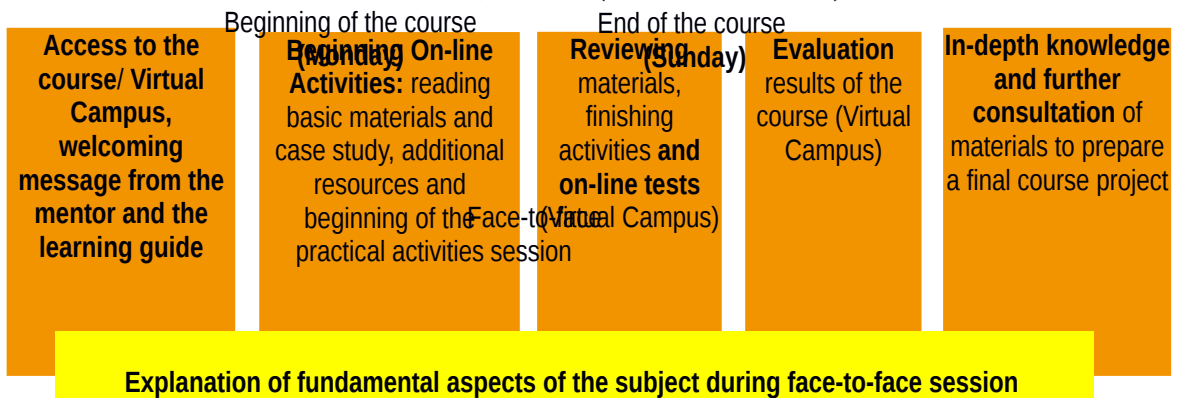
Each session will have a primary objective: the explanation of the essential elements of the subject and, after an introduction of the most important applicable rules, a brief description of the juridical problems of the question (including judicial practice and doctrinal perspective). This category of sessions will be developed using the case study method, made with the assumption that students will have an existing basic knowledge of each institution. For this reason, the sessions will be based on the explanation of real cases, controversial questions dealt with in a non-dogmatic way, explanations of different alternatives and the active participation of the students. Power Point may be used as a learning instrument.

The face-to-face sessions will develop the materials (dossier) previously submitted to the students via the Internet. For this reason, the students will be responsible for attending this session with the provided material. This dossier will contain the most significant aspects explained in the classroom. The previous self-study of this dossier is not required before the face-to-face session, because the online work will take place after that.

## **SUMMARY: METHODOLOGICAL SEQUENCE OF THE PROGRAMME**

Accordingly, each subject/course will follow this sequence:

### **WEEKLY SEQUENCE (COURSE 1 ECTS)**





## ACTIVITIES AND EVALUATION CRITERIA

The nature and characteristics of the activities throughout the program, both on-campus classes and through the Virtual Campus and their delivery and evaluation mechanism will be specified in the tutorials and explained by the tutors at the beginning.

The dynamic evaluation of the course will be conducted on a three-tier system:

- **Continuous assessment of subjects/modules.** This course is a system of remote learning supported by a weekly classroom session to be held on a Monday. In this classroom session the lecturer, in addition to explain the subject matter, will provide the necessary reference materials and indicate the tasks to be performed in the Virtual Campus during that week. If the student does not complete the weekly tasks, the student will be graded with a failure. Also, the lecturer is obliged to submit a report of the subject and evaluate the students at the end of the corresponding module.
- **Grading of the tasks:** Each lecturer will set different tasks to be performed by students. These tasks may be graded by the lecturer in the weeks following the lecture, but the results will be published before the date of the final exam for that the module.
- **Aspects to be considered in the evaluation:** attendance and participation in class, the accuracy of the student in the delivered tasks, the score on the weekly questionnaires, and the score in the final exam of each module.
- Regarding the virtual part, emphasis will be given to regular “attendance” in the Virtual Campus, as well as the **participation and contribution** of students through discussion forums and other communication tools available in the online learning environment. In certain modules, the student will find complementary activities, whose delivery is not mandatory and, sometimes, even non-gradable. We recommend students to begin with mandatory tasks and to perform these complementary activities after finishing the module, since students will continue to have online access to the course in the Virtual Campus, so that students may keep practicing and exploring the subject..
- **End of module evaluation:** after each of the four modules that comprise this degree, a global evaluation will be conducted. This examination will be held one week after completing the corresponding classroom sessions. This examination will be mainly practical, consisting of answering several multiple choice questions dealing with cases. The dates are the following: Module 1, Monday, 6/3/2017; Module 2, Monday 15/5/2017; and Module 3,

Monday, 24/7/2017. All the final Module exams will be available to be answered from 9:00 am until 23:55

- After the lecture session, each lecturer will evaluate the students on-line with a multiple choice questionnaire (MCQ) referring to a studied case, to be answered by the student in the same week as the lecture session.
- Also, in each lecture session there will be a specific on-line forum in which students will be able to ask questions regarding the matter. If the lecturer creates another virtual activity (i.e. wikies) the participation of all students will be required. Students who do not participate in that activity will not be allowed to sit the final exam of the block.

## **EVALUATION AND QUALIFICATION SYSTEM**

The evaluation system will be as follows: in order to pass the Courses all students are required to answer all weekly questionnaires and to finish all other telematic activities that the lecturer will set from time to time(i.e.: wiki composition). If not, the student will not pass the Course.

Where a student has registered as an online student (not distance learning) he/she will be required to submit the additional essay entrusted to him/her (typically a lawsuit or an appeal writ), by 1<sup>st</sup> June in order to be able to pass the first part of the Course.

Each block will be evaluated separately; it is necessary to pass the four blocks in order to pass the Course. In each block, the score in the questionnaires and the score in the final exam will be taken into account. Participation in other compulsory on-line activities is a requirement before being admitted to the exam.

Once the student has passed all blocks, he/she will be able to submit his/her research essay to be admitted for presentation. The final grade will be an average of the score in the final research essay and the score in each block of the Course.

## **USEFUL ADVICE. QUALITY CRITERIA**

Before attending the lectures of each module, the student is advised to have previously downloaded the session materials from the course available in the

UNIA's Virtual Campus. It is also recommended that the students bring those materials to class in order to follow the lecture properly (especially the relevant legislation).

Since virtual education and learning is the main part of the program, here are some ideas and advice on how to study a course given using this methodology which may help you to plan and to get the most of it.

## **BEFORE STARTING THE COURSE**

- Once on Campus, familiarise yourself with the environment in which the course will develop. Read the document "What is the Virtual Campus" that is available on the homepage, enter the campus, visit the sections and tools and make sure you know how to find each of them. If necessary, go to the Virtual Administration Students Area and look up the FAQs about the campus use.
- Please read through this guide and, where appropriate, the guides with the description and contents of the different subjects or modules. Make a list of the content that you must learn and the activities and assessments to be performed to complete the course successfully. Decide how much time you can dedicate to the course and establish, taking into account the indications of the teachers, the number of hours necessary to study the materials and accomplish each of the activities. When doing so, keep in mind that your time allocation must be consistent with the rest of your commitments and that your plan should be flexible, in case of any unforeseen event.
- After that, you should develop a work schedule where you may record:
  - Start and end dates of course.
  - Deadline of the exercises, self-assessments and evaluations.
  - Plan of your time dedicated to study the contents.
  - Days and hours of the chat sessions, online tutorials, etc. when appropriate.

Remember that you can use the Calendar available on the Virtual Campus, adding a new event.

- Update your profile and data through People > Participants and visit the tutors and other colleagues' profiles. Upload your photograph, write a greeting or short presentation on your blog, etc. so that the others can meet you. If the module includes a presentation forum, also use it to introduce yourself and to check out the profile of the other members of the course

## **THROUGHOUT THE COURSE**

-Make sure you access the Virtual Campus frequently, especially at the beginning of each unit, when you are supposed to do on-line activities, and also before finishing the course.

-Check the notice board in your personal e-mail in order to keep up-to-date with the course activities.

-Check the campus calendar periodically where all relevant dates will be shown: tutorial sessions, works delivery dates, etc.

-Use the different ways to communicate with your tutor whenever you have any questions related with the course and its contents.

-Should you have any enquiries, please contact [cau.virtual@unia.es](mailto:cau.virtual@unia.es) for technical problems related with the campus functioning, [Malaga@unia.es](mailto:Malaga@unia.es) for administrative enquiries or [m.sanchez@unia.es](mailto:m.sanchez@unia.es) for enquiries related to tutors.

-It would be useful for your personal fulfilment if you share experiences with your colleagues on the course by responding in the virtual forum.

-Update your personal information if it changes and periodically review your tutors' in case of any changes.

## **AFTER THE COURSE**

-Check all your marks and on-line evaluation activities through the menu.

-Fill in the assessment questionnaire. Do not hesitate to express your personal opinion as well as the improvements you would suggest for the future.

## **METHODS OF COMMUNICATION AND USEFUL INFORMATION**

In addition to the methods of communicating with tutors through Virtual Campus, Andalusian International University provides others ways of contact:

-For technical enquiries related to the campus (access, use of it, etc): [cau.virtual@unia.es](mailto:cau.virtual@unia.es)

-For administrative enquiries (enrolment, grades report, etc): [malaga@unia.es](mailto:malaga@unia.es) and [a.caparros@unia.es](mailto:a.caparros@unia.es)

-For enquiries related to the syllabus development through the Campus (methodology, not answered questions by the teacher staff, etc.): [innovacion.docente@unia.es](mailto:innovacion.docente@unia.es) and [jmdetorres@uma.es](mailto:jmdetorres@uma.es)

