FINAL DEGREE IN LAW’S THESIS GUIDE

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BLOCK 1. TUTOR AND STUDENT GUIDE

I. CONCEPTUAL APPROACH AND FUNCTION OF A FINAL PROJECT

The teaching guide is like a quasi-contractual guideline with a coherent set of procedures, logically coordinates to direct learning, learning to insert certain policy objectives in a University that improves in innovation.

The Final Degree in Law’s Thesis (FDLT) has been developed corresponding to the progressive formation perspective from which it is involved this PIMCD. As Bekalde Rodriguez warns, the work will be addressed from a viewpoint video-graphic (process) and a photo (of product).

The FDLT is an educational tool shared across the European Higher Education Area (EHEA) that embraces in the XXI century as a way to communicate through different educational systems in Europe, among particularism and universalism.

Europe has become aware of what is known as overlapping consent, a term coined by John Rawls in his Theory of Justice and was developed in the political liberalism.

The term refers to how different doctrines that inspire integrally European standards, with seemingly contradictory conceptions agree on principles of justice that basic social institutions of a political community subscribe. Comprehensive doctrines that may include systems of religion, political or moral ideology, and that
applied to our subject also include education systems. So, the leaders of Europe signed in Bologna what is known as "Magna Charta Universitatum" sharing the fundamental values of University.

A FDLT is adapted to the current social and cultural circumstances, which require a creative way to training and the acquisition of knowledge, but with a common thread throughout Europe, teach to face challenges in political, economic, labor and cultural changes, through different disciplines with learning skills and competencies.

These guidelines form the legal framework and common reference for the proper implementation, management and evaluation of the FDLT. In particular, its objective is to adapt the Governing Council Agreement dated July 24, 2012, setting out the guidelines of FDLT (BOUCM No. 8 of July 20, 2012) to specific law School needs.

According to RD 1393/2007, of October 29, on the Organization of Higher Education, as amended by RD 861/2010 of July 2, the High Education Degree conclude with the preparation set and defense of a FDLT, which is mandatory, to be implemented in the final phase of the curriculum and will be aimed at assessing the competencies -transversal, generic and specific- associated to the degree and content of the training acquired by the student.

The FDLT is a compulsory subject that has assigned 6 ECTS credits, equivalent to a time of dedication by students of 150 hours. It is therefore a work that must be configured so that the student demand for an equivalent effort is needed to overcome any subject of 6 ECTS.
II. LEARNING SKILLS ACQUIRED BY THE STUDENTS IN THEIR FINAL DEGREE IN LAW’S THESIS (FDLT)

To proceed with the registration of the FDLT is necessary to have got 75% of ECTS assigned to core subjects and 75% of those for compulsory training subjects.

The fact of having got the credits required indicates the acquisition of skills and training for undertaking a FDLT.

Education history shows that skills are not as innovative, come from a tradition that goes back to the thirties of the twentieth century in the United States. Its projection is positive because it requires not only do but know-how, theoretical knowledge is required - convenient but also affection, commitment, cooperation and compliance all of which is expressed in performance.

The competencies are considered as practical skills of substantive knowledge acquired by attitudes, it is the teleological dimension of the actions that give meaning to what is and does what it is or wants to be. These efforts are oriented to employment recruitment from a personal transformation within the student. So, learning skills, it is a know-how but also a knowing being. As Garcia Sanz said, the competence involves an interactive integration of the characters of a person, their training and experience.

There is a simple classification of competences, the transversal competencies affecting all disciplines, and specific competences with qualifications to each subject, in accordance with the definition and classification marked on the pilot's Final Project Report Phase 1 of the project Tuning Educational Structures in Europe.
Transversal competences are distinguished as instrumental skills - which refer to the training level of a pupil; interpersonal skills - concerning social relationship and integration into different groups, as well as developing the ability to work in teams multidisciplinary; and systemic skills about the qualities and abilities concerning whole systems that require the prior acquisition of instrumental and interpersonal skills.

The specific skills are distinguished into three categories: Academic Skills - which constitute the wealth of theoretical knowledge apprehended by the student throughout his high education training; Disciplinary knowledge (to do) - which are determined by the set of skills required to engage in each professional sector - and Professional Skills (know-how) - alluding to the set of techniques, skills and specific skills applied to the exercise of a career.

All this conglomeration of skills, learning-oriented, builds the training process that culminates with FDLT. In accordance with RD 1393/2007, of October 29, the FDLT will have between 6 and 30 credits, must be made in the final phase of the curriculum and be aimed at assessing skills associated with the degree

In School of Law at University Complutense, where we develop the current PIMCD, 6 ECTS (European Transfer System), which are part of what is known as ‘lifelong learning’ provided by the European Higher Education Area (EHEA). Credits are the result of mutual efforts of

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1 In accordance with Article 6 of the RD 1027/2011 of 15 July on the Spanish Qualifications Framework for Higher Education (BOE, of August 2, 2011), it must acquire certain degree’ skills.
professor and student in the philosophy of "teaching to learn'.

III. TYPES OF FINAL DEGREE IN LAW THESIS

The FDLT can take different forms (case study, comments sentencing, legal dissertation literature review work, etc.), are not required to be strictly a research paper, but must conform to one of the lines of research that the Department It offers, and where the tutor be willing to supervise, so their methodology and literature should be as rigorous as a research, reflecting scientific knowledge - disciplinary solid and relevant.

The FDLT cannot be plagiarized or have been submitted previously by the same or another student in another subject, or module.

All FDLT must be homogeneous in nature. Preferably it will be a single work. However, when the subject, or the nature of the work itself make it appropriate, it may propose a collective realization.

Since the FDLT is conceived as a subject of the curriculum, will be assigned, in addition to individual mentoring, training activities of different types (seminars, practices, group tutorials, etc.), in order to guide students on the modality and structure of the work, the methodology, bibliographic resources and proper presentation.

We must take the place of the student, creating a material and provide resources to facilitate auto - learning and management, in what is called a teaching choreography, which allow both deduction and the purely scientific method.
The teacher is not called to be a mere communicator of wisdom, in fact it must be 90% communicator, and transmitter of information by 10%. In his work as a communicator its goal is to promote the desire of students to develop skills through teaching resources and evaluation as well as various teaching formats such as seminars, workshops, and others that enable it to their educational background, their employment. This coaching should be reflected in the FDLT.

Any default orientation of the Department in Law where it is to do the job, with absolute rigidity in the frame and in the background, or converting the base in the same orientation of the student, that is, considering that govern the inspiration of students with training and tutorial teacher who runs it.

The collective FDLT is not recommended because it is difficult to assess the workload of each component, except that develops in one of the following: a) a paper presented partly orally and partly in writing, as simulation or simulation; b) purely oral presentations; c) written work, but each member individually interview with the Tutor, gives his part separately and signed as sole author, and individual oral defense of the party has been responsible for drawing is done.

1. General Classification Final Degree in Law Work
   . Experimental work
   . Works of literature review
   . Work of a professional nature
   . Works – Research Project
- Works - Memory. It collects and analyzes all training contents and acquired skills developed during the teaching.

- Works - Laboratory. It is offered in a practical way the result of external placements or mobility stays either through ERASMUS or any other experience subject to agreement or exchange program.

- Theoretical and experimental works that combine organizational and study aspects with practical issues as a proposal only.

- Work Practicum. Legal Science is considered to be addressed Practicum initiation and professional qualification as a lawyer, as a professor or researcher. Normally, this work is often proposed as a subject is offered with the same name, whose main objective is to provide comprehensive training of university student through an educational program to complement their theoretical training with practical training in work areas related to their specialty or to research, and where in the future you can develop professional skills. 2. Specific Proposal FDLT models by Professors with this PIMCD.

- FDLT on fundamental rights. The education against intolerance and discrimination: Fundamental rights are a transversal matter in the student's training, warranty and insertion in the labor market and integration into society.

- FDLT for learning conflict resolution or problems. It becomes a guarantee for the development of skills and competencies needed in the exercise of the profession and thus for employment.
- Analysis of supranational court judgments: European Court of Human Rights, International Court of Justice, the Permanent Court of Arbitration.

- FDLT based on simulation or roles trial. This model can only develop at Schools where the guidelines allow work to be oral and written.

- Cooperative learning in knowledge management. Support them on employment recruitment matters.

- FDLT oriented to research projects, only admitted to other Schools, not in Law.

- FDLT based method: moot court, which has led to international competitions.

- FDLT based on field studies.

- Pattern a legal journal

- FDLT on common and differentiated civil and canonical processes signs, and the institution of equity in both.

- FDLT based on an interdisciplinary project-seminar

- Analyze certain institutions in legal texts such as the judiciary.

- A proposal of Law.

IV. CONTENT OF A FDLT

1. Structure of the FDLT

With great simplicity, the student must seek to provide the content of the following structure that is actually converted into goals to achieve:
a) Objective.

It has to express the research field, why you have chosen, which is the purpose of developing a work on this subject and field, whether they then discover other premium or adjacent.

The FDLT should be accompanied by a summary in Spanish and English in order to simplify the work of the Academic Committee and his/her tutor where applicable, plus an index.

b) Methodology.

It involves to exposure the method chosen for the FDLT at every phase with the proper justification.

This section is to specify how has made the search of database in order to achieve both doctrinal and jurisprudential resources. And it is also convenient explain the analytical or critical approach used to systematize and structure of matter.

In the case of other type of work, it must also explain and justify the methodology and its objectives.

c) Development

The body of the FDLT is the systematic development of the subject matter with footnotes, contribution to discussions of the various doctrinal tendencies, contrasting jurisprudence solutions and personal conclusions.

The content of the FDLT may be accompanied by graphics or any other resource, making reference to employed sources.
All content development should reflect the skills acquired and be aimed at the labor market in some of the career opportunities that the qualification provides:

. a) Students will be able to access to careers such as:

- Teaching and research.
- Advocate and solicitor of the Courts.
- Industrial Property Agent.
- Auditor.
- Administrative Manager.

. b) Upon passing the qualification competition or opposition:

- Judge, Prosecutor, State attorney, Court Agent.
- Counsel for various public Administration bodies (Council of State, Parliament, Auditors, etc.).
- Notary, Register of Commercial Property.
- Diplomatic, official of the European Union and other international organizations.
- Inspector, labor Inspector.
- Superior Technician (national, regional and local) public Administration, Secretary of the local Government Auditor.
- Military Legal Corps.
- Other professions related to public service.
c) National and international companies of insurance, development cooperation, etc., in different areas industrial, commercial, banking sector:

- Personal and human resources.
- Legal advice.
- Fiscal and tax consulting.
- Foreign Trade.

e) Conclusions

The final considerations are not organized only a summary of the above, but an opportunity for personal and innovative proposals on the subject.

However, the conclusions summarize the main results provided a good foundation on reliable data.

Creativity and originality that is required on a FDLT, not strictly directed to a research work, provides students with the opportunity to deploy very different personal resources through an original methodology, exhibited in a way that captures and convince to academic committee or the tutor.

2. Basic rules of presentation


The minimum number of pages is 30 and a maximum of 50.

2.2. Presentation or Home

The preface should include the title of the FDLT with maximum accuracy, that is, as was agreed with the tutor; Name of the student; Name of tutor; and date.
2. 3. Sources and References

One of the most reliable resources that demonstrate the absence of copy, is the quotation of authors or sources of the information, opinions and data that are being used. Copy and paste is one of the most common ways of working in a computerized world with powerful search webs, so that students have to automatically enclose the source of the quote in order to not fall unintentional plagiarism or unwilling fraud.

The footnotes and the bibliography resources should also appear at the end of work.

The quotation style has to be established by the Complutense University of Madrid:


http://biblioteca.ucm.es/prog/galeriacat.php?id=3212&idp=21087&accion=n&u=3213&p=3207&t=6&v=5&j=1&r=alfin

It also accepted the style way assumed by Carlos III University:

http://portal.uc3m.es/portal/page/portal/biblioteca/aprende_usuario/como_citar_bibliografia

2.4. Formal criteria

The work must be written in Times New Roman; 12 point font for text, and 10 for the letter of footnotes page.

The text must have 1.5 line spacing, and footnotes page with single-spaced.
The structure or nomenclature will have to respect the following scheme: I.1)

I. RELIGIOUS FREEDOM AND EXPRESSION IN THE EUROPEAN UNION

1. Regulatory framework of the European Union
   A) Its practical application in member countries

V. RESOURCES FOR CONTINUOUS LEARNING IN THE PREPARATION OF FDLT

Among the objectives of the Europe 2020 Strategy, the recommendation is called “Key competences for lifelong learning, European framework of reference”, which has eight objectives in turn, including learning to learn, in order to integrate into the knowledge society and ensure employment for young people.

Learn to learn is defined as “the ability to start learning and persistence in it, to organize their own learning, managing time and information effectively, either individually or in groups ... From this base, the person must be able to persevere with learning, to concentrate on extended periods of time, and to reflect critically on the purposes and aims of learning”.

This competence should be a priority for the Degree and their effectiveness is directly reflected in the development of the FDLT, since students must know to organize, manage your time, how to have perseverance and critical reflection. Tutor has to assist in the completion of the accelerating extraordinary resources that contribute to the implementation and construction of knowledge for quality learning:
Disciplinary Workshops

Seminars on techniques specific methodology or practical training.

E-learning. According to European Commission is the use of new multimedia technologies and networks to improve the quality of learning by accelerating access to resources and services as well as exchanges. This method is usually combined with personal tutorial action, sometimes referred to e-tutoring if professor makes a priority function, or e-government, if the main concern is the task of the student.

Individual or collective Tutorial Action:

IV. FINAL EVALUATION BY THE ACADEMIC COMMITTEE

The evaluation will correspond to one or more committees, preferably composed of those Professors involved in the teaching of Law Degree designated by each Department. It must include at least two members, among which is advisable that the Tutor attends to this academic event. The student gives the Final Degree in Law Thesis in a public auditorium.

The members of academic committee must have a copy of the FDLT, at least ten days prior to the date of the public lecture.

During the lecture, they will have 15 minutes minimum and 30 maximum for exposing the main outlines of it, and supported from a power point presentation.
At the end of the lecture, Professors will proceed to ask some questions or suggestions that students should respond.

Factors of assessment applied by academic committee:

a) Requirements of substantive criteria.

b) Requirements of the formal criteria.

c) The originality of FDLT.

d) The methodology of such work.

e) The analytical and critical methodology.

f) Scientific findings and proposals in the work conclusions.

g) The quality of oral lecture.

BLOCK 2. REFERENCES FOR TUTOR


CAMACHO S. Planificación de la docencia universitaria por competencias y elaboración de guías didácticas. Universidad de Granada, 2009.


MARCOS GARCÍA, M.J. El desarrollo de las competencias en lenguas extranjeras. En Métodos y herramientas innovadoras para potenciar el proceso de aprendizaje del alumno en el EEES. Servicio de publicaciones de la Universidad Europea Miguel Cervantes, Valladolid, 2009, 293-301.

MEDINA REVILLA, A. & SÁNCHEZ ROMERO, C. & PÉREZ NAVIO, E. Evaluación de la competencias

