Bachelor of Arts Transcultural European Studies: Languages, Cultures and Interactions (TES/ETE)

Self-Evaluation Report

as of 10 January 2022

Europa-Universität Flensburg

Université de Strasbourg

Bachelor of Arts

Transkulturelle Europastudien: Sprachen, Kulturen, Interaktionen (TES)

Études transculturelles européennes: Langues, cultures, interactions (ETE)

Estudios trans-culturales europeos: Lenguas, culturas, interacciones (ETE)

Transcultural European Studies: Languages, Cultures and Interactions (TES)

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Glossary

CA	Cooperation Agreement
DFH	Deutsch-Französische Hochschule (Franco-German University)
EUF	Europa-Universität Flensburg, Germany
JSER	Joint Study and Examination Regulations Framework
TES/ETE	"Bachelor of Arts Transcultural European Studies: Languages, Cultures and Interactions"
SPA	Service Centre for Examination Matters at EUF
UMA	Universidad de Málaga, Spain
UNISTRA	Université de Strasbourg, France

1. General overview

1.1 INTRODUCTION

The Bachelor of Arts *Transkulturelle Europastudien: Sprachen, Kulturen, Interaktionen (TES) / Études transculturelles européennes: Langues, cultures, interactions (ETE) / Estudios transculturales europeos: Lenguas, culturas, interacciones (ETE) /Transcultural European Studies: Languages, Cultures and Interactions (TES)* is a trinational, four-year fulltime study programme (240 credit points) taught on location at three European universities:

- *Europa-Universität Flensburg (EUF), Germany,*
- *Université de Strasbourg (UNISTRA), France, and*
- *Universidad de Málaga (UMA), Spain.*

Each university admits 20 students per year. Admission is granted at the beginning of each academic year. Upon successful completion of the programme the consortium awards students a joint Bachelor of Arts (see Annex # 2, esp. § 1). The programme takes place under the umbrella of the Franco-German University (DFH), which will also provide the consortium and the students with financial and administrative support.

The joint programme (hereafter abbreviated as TES/ETE) is an interdisciplinary, German-French-Spanish degree programme, which focuses cultural, literary and media studies as well as languages and plurilingual skills. Studying at three European universities along with the study programme's orientation towards the areas of languages, culture, literature, and media in the European intercultural and transcultural contexts enables students to deal with historical, contemporary, and future European issues in a global context in a theoretically, practically, and methodologically reflective manner in four European languages: French, German, Spanish, and English (see list of Intended Learning Outcomes in Annex # 4 and Module handbook, Annex # 5).

Jointly developing an integrated curriculum with three European partner universities, each of which offers its own expertise and individual opportunities, chances and limitations, is still a challenge and requires numerous cooperation meetings, an intense coordination and harmonisation processes as well as the acceptance of national characteristics and their consideration in the curriculum design. Colleagues at EUF started to develop the degree programme back in 2017. A preliminary module catalogue was presented to the Deutsch-Französische Hochschule/Franco-German University (DFH) in early 2018. DFH showed great interest and recommended to bring in Université de Strasbourg as a cooperation partner, as it is already extremely experienced with integrated degree programmes and complements EUF's expertise. In April 2018 colleagues from EUF and UNISTRA had a first meeting at Université de Strasbourg for initial talks; in January 2019 French colleagues paid EUF their return visit.

Early on, the two partner institutions agreed to involve a third, preferably Spanish partner. Eventually the *Universidad de Málaga* was integrated as a third-country partner. Representatives of all three universities met in Málaga in October 2019. The last meeting of the partners in presence took place in Strasbourg in February 2020. Since then, there have been countless video conferences and an extensive email correspondence in order to jointly draft the Cooperation Agreement (see Annex # 2), design an integrated curriculum building on complementing strength of the three institutions (see Annexes # 5 and # 6), and compose other relevant documentation needed. While enthusiastic local project teams succeeded to overcome an immense number of challenges, top management of all three institutions and faculties have been involved in the process in order to guarantee institutional support and to assure a comprehensive implementation of the degree.

While differing considerably in size and tradition, the three universities share a strong European orientation and the goal to internationalise academia in general. They join their complementary expertise (see chapter 7.1) and geographical perspectives to deliver a state-of-the-art education for students aiming for employment in international environments. Academically as well as geographically, the composition of the partnership is ideal for a trinational study programme discussing the differences and commonalities of European perspectives. While the City of Strasbourg hosts important European institutions and is located in the centre of Europe, it is situated in a binational border region that over the past two centuries changed its national affiliation several times. Flensburg, too, has over time belonged to different nation states and now lies right at the border between Germany and Denmark as well as between central Europe and Scandinavia. Málaga in return is located in a border region of a completely different kind. While historically Spain's South has been an area of cultural and economic exchange, today the Spanish coastline is part of Europe's heavily guarded southern border and the gateway to the African continent.

Europa-Universität Flensburg is the northernmost and one of the younger universities in Germany. Emerging from the *Pädagogische Hochschule* (teacher training college, founded in 1946), it became a university in 1994 and turned into Europa-Universität Flensburg in 2014. Today, it has about 6,000 students and around 400 staff members. EUF's green campus is located at the Flensburg Fjord in the middle of a maritime region, in close proximity to the border with the Kingdom of Denmark. The designation "European University" takes into account both the special location of the university in the German-Danish border region and the university's claim to educate a generation that understands, lives and actively develops Europe.

The EUF's largest study programme is the teacher training programme. It is unique for a university with a focus on educational sciences to emphasise strongly on a European perspective and offers the opportunity to familiarise a new generation of multipliers with European perspectives. This expertise in educational sciences and teacher training is complemented by

study programmes that focus on international management, transformation processes, European studies and cultural sciences[1]. All programmes share the curricular integration of European perspectives and encouraging students experience academia internationally and interculturally by means of a semester abroad or participation in internationalisation@home offers. This is made possible by EUF's strategy to constantly enhance its ties with universities on an international level. Currently it cooperates with over 100 partner universities in 34 countries.

All study programmes at EUF are characterised by a high level of institutional integration and the creation of curricular synergies. TES/ETE will be hosted by the Department of Romance Studies and the Chair of European Media Studies; a considerable number of colleagues from other departments at the Institute for Language, Literature and Media will be involved in teaching and supervision.

Université de Strasbourg is the biggest and oldest institutional member of the consortium. It has existed in different forms since 1538 and covers all areas of science and teaching with more than 35 schools, faculties and institutes, and 72 research units, with 52,000 students, 20% of which are international, some 2,800 teaching staff and 2,300 support staff (librarians, technical and administrative staff). Five Nobel prizes and many other international distinctions awarded to its members prove the excellence of its research.

It is particularly appealing for Strasbourg to be involved in the TES Bachelor as the city hosts many European institutions and has a distinctly European and international culture combined with a strong local identity as a result of its binational history. The university places great emphasis on training plurilingual and multicultural citizens prepared to participate in European discussions, as UNISTRA's leading status in the European University Alliance EPICUR documents. But EPICUR is only UNISTRA's latest involvement in many prestigious international partnerships, along with LERU, AC21, the Utrecht Network, the European University Association and EUCOR – The European Campus, in which it collaborates closely with the Upper Rhine neighbour Universities Basel, Freiburg, Karlsruhe and Mulhouse.

With its ample offer in courses on languages and cultures, UNISTRA has a long tradition in the humanities. The *Faculté des langues* (School of Modern Languages), where the degree will be hosted, offers Bachelor's, Master's and PhDs programmes. Classes in 26 languages are offered to about 3,500 students. The *Faculté des langues* works in close collaboration with the *Faculté des lettres* (School of French Studies).

Universidad of Málaga is a public institution which, since its creation in 1972, has promoted outstanding research and quality teaching. This comprehensive institution offers educational

[1] For further information regarding the study programmes offered by EUF, please check https://www.uni-flensburg.de/en/students/courses-of-studies/

services to more than 40.000 students in 56 Bachelor's, 64 Master's and 26 Doctoral Programmes in the Humanities, Social and Experimental Sciences, Health and Engineering.

The University of Málaga has increasingly developed a strong commitment towards internationalisation. Although its first steps were aimed at attracting international learners of Spanish as a second language. The incorporation of Spain to the European Union in 1985 and the development of the Erasmus programme – initially focusing on student/staff academic exchanges – enhanced UMA's European commitment establishing both a solid administrative and academic structure and the creation of strong partnerships with prestigious institutions all over Europe.

The *Facultad de Filosofia y Letras* has traditionally led the internationalisation processes of the institution as most of the academic programmes for international languages and cultures are developed there. It leads UMA's ranking for both incoming and outgoing student numbers and is currently responsible for a joint programme in European Studies and English Studies, Multilingual and Intercultural Communication with the University of Passau in Germany. The TES/ETE degree programme will be supported by the institution and incorporated into its general degree catalogue, which means that the resources, academic and administrative, and the infrastructure will be provided by the *Facultad de Filosofia y Letras* and the different Departments involved.

The partners succeeded to design an integrated curriculum that adheres to a set of common educational goals and combines the expertise of three European universities. A cornerstone of the curriculum is the element of continuous language acquisition in three languages. Language courses are integrated into the study plan from semester 1 to 6 in order to ensure continuity and progression of language acquisition (see Annexes #5 and # 6). This enables students to understand and analyse complex academic texts not only in their first language, but also in the two languages of the partner universities and also in English. Students learn to find their way through the complex academic environments of the partner universities. In doing so, they gain inter- and transcultural experience not only on the content level, but also on the organisational level, as the degree programme places considerable demands on the students in terms of self-organisation, flexibility and intercultural competence. The linguistic diversity of TES/ETE makes it a cross-border degree programme that particularly does justice to the cultural and linguistic diversity of Europe.

A second cornerstone of the cooperation is student mobility. Each student spends at least one academic year in each of the three participating universities (see Annex # 2, § 7, and Annex # 6). To make it as easy as possible for the students to start this ambitious study programme, they spend the first year at their home university (usually in the country of their first language) before they choose the order in which they study at the other partner universities according to their language proficiency. They spend the third and fourth semesters in the country for which they have the better language skills. This allows them to gradually improve the level of

their second foreign language in the third and fourth semesters through additional language courses. They then spend the fifth and sixth semester, respectively the third year of study, in the country of their second foreign language. In the seventh semester, students complete an internship outside the country of their home institution. In the eighth semester, they are free to choose whether to write their Bachelor thesis in one of the partner countries or to return to their home institution. The thesis has to be written in German, French or Spanish. Apart from the internship, all fourth-year modules are jointly organised and offered by all partners.

In order to enable students to spend a year at each of the three partner universities and thus have enough time to get used to the respective academic structures and customs on site and to immerse themselves in the country's language and culture, as well as to be able to complete an internship in one of the two countries the partner universities are located in and then write the Bachelor thesis, it is necessary to stretch the degree programme to four full academic years and to design it as a 240 ECTS Bachelor of Arts. Initial considerations to carry out the degree programme in only six semesters had to be discarded due to the high language requirements for students, to the extensive mobility and to the partners' conviction that the programme's learning outcomes can only be achieved as part of longer study periods in each of the three partner countries.

Graduates of this degree programme will have acquired in-depth knowledge and the ability to analyse the genesis and dynamics of European ideas and ideals, of theories, concepts, narratives and representations linked to Europe, of European history and it's cultural, social and political life. They will at the same time have gained active knowledge of different European perspectives on and narrations of European history and presence, on commonalities and differences between European states and European people. They will have obtained political, geographical and linguistic overviews of topics related to Europe and to the specific European countries. Additionally, graduates will have developed an overview of intercultural and transcultural issues related to Europe and its global ties. They will have gained insight into the cultural characteristics of individual European countries as well as into pan-European developments and dynamics. Students will have experienced the diversity of European languages and have delved into historic and contemporary language discussion and language reflection in Europe.

The interdisciplinary orientation of the degree programme enables students to develop a thorough understanding of European philosophy of language, historiography of linguistics, general history of ideas and intellectual history, literature, culture, arts and media. In addition to the internal perspective, an external perspective is also viewed, especially through the consideration of postcolonial studies. The programme is particularly appealing because it is both historically grounded and takes a look at current cultural developments through an interdisciplinary approach. Especially through the programme's appreciation of cultural transfer processes and the discussion of intertextuality, students are able to acquire an excellent interdis-

ciplinary overview of the webs of dependency of historical and contemporary cultural developments in Europe. Furthermore, graduates will be able to apply techniques of cultural mediation by dealing with phenomena such as translation or transmission. In the sense of critical European studies in a global context, they will be familiar with European conflicts and (culturally mediated) solution strategies.

The close interweaving of theory and practice provides not only a broad theoretical qualification but also a close-knit practical professional orientation. Due to the variety of interdisciplinary perspectives on languages, literatures, cultures and media in Europe, students are excellently qualified for the most diverse areas of the labour market, from cultural institutions or museums to publishing houses, as well as for employment in European and international organisations or within the numerous organisations fostering German-French cooperation. The plurilingual focus of the degree programme and the experience of living and studying in three countries give graduates a high level of linguistic, intercultural and transcultural competence and a special competitive edge. The close connection between theory and practice makes the programme a priori interactive and focuses on the employability of graduates (for further details regarding the programme's Intended Learning Outcomes see chapter 2 and Annex # 4).

The establishment of such a degree programme represents a unique feature in the German university landscape. The unique selling point of the programme – compared to other intercultural European studies programmes – is that it has a tri-national orientation and enables students to "study Europe in a European way" – as compared to studying Europe in Germany – and that it focuses on languages, literature, culture and media. Cooperating with attractive partners will also contribute to sharpening and further developing the EUF's European profile and internationalisation strategy, especially with regard to the implementation of plurilingual skills, Franco-German-Spanish relations and global perspectives on Europe.

In the French university landscape, especially in the Grand-Est region, the transcultural and professional dimension of such a degree is unique. The degree will provide a welcome addition to Strasbourg's already large involvement in European matters, both as a city and as a university. The rare combination of French, German and Spanish in academic approaches fits in well with the university's leading role in the European university alliance EPICUR, with a particular focus on multilingualism, interculturality, safeguarding and strengthening European linguistic and cultural diversity. The fourth study year, focusing on both academic and cultural mediation, will be perceived as especially original and attractive.

The establishment of this tri-national degree will also be a fundamental asset for the Spanish university. Málaga is an international city, cosmopolitan and open to the world. Like many port cities, Málaga welcomes people of all nationalities and cultures and treasures the Phoenician, Greek, Roman, Arab and Catholic heritages, which throughout centuries have shaped its multicultural present. The plurilingual and transcultural character of this degree will

strengthen the international outlook of Málaga University and is considered highly attractive for students world-wide.

To summarise, the programme is a model and a new type of intra-European academic cooperation. Instead of the focal points in politics, economics and law which normally form the core of European Studies degree programmes, it has a strong linguistic-literary-cultural focus. This orientation is placed on a broad, multi-layered foundation both through the disciplinary lens of the humanities involved and through interdisciplinary and transcultural perspectives. The various sub-disciplines of the humanities complement each other to form a common picture which, in addition to considering the country-specificity of individual European countries, sharpens the view of transcultural commonalities. In addition to spatial mobility, the programme places high demands on the intellectual flexibility of the students, who learn to view the same phenomena in a complementary way from different perspectives of different European countries and different academic traditions and disciplines. The students' linguistic competence, ability to interpret and analyse is particularly promoted and sharpened in this degree programme.

In this thematic linking of disciplines in a tri-national institutional anchoring, new ground is being broken and pioneering work is being done on the level of European university cooperation and European integration in a more general sense. This approach promises a cultural enrichment of graduates and lecturers at the European university level, which is innovative in this focus on content and from which new impulses for further integrated degree programmes can be expected.

1.2 BASIC INFORMATION

Full name of the programme:

Bachelor of Arts Transkulturelle Europastudien: Sprachen, Kulturen, Interaktionen / Études transculturelles européennes: langues, cultures, interactions / Estudios transculturales europeos: lenguas, culturas, interacciones / Transcultural European Studies: Languages, Cultures and Interactions

Short title: B.A. Transcultural European Studies: Languages, Cultures and Interactions

EQF level: Level 6, Bachelor's degree

Degrees awarded: Joint Bachelor of Arts; a Licence Certificate of Completion (6 semesters, 180 ECTS) can be issued by UNISTRA upon a student's request.

Number of ECTS points: 240 ECTS

ISCED field(s) of study: Humanities (22)

List of the institutions delivering the programme:

Name of the institution	Higher education institution	Degree awarding institution	Role in the consortium (i.e. coordinator etc.)
Europa-Universität Flensburg (EUF)	Yes	Yes	programme coordinating university
Université de Strasbourg (UNISTRA)	Yes	Yes	Partner university
Universidad de Málaga (UMA)	Yes	Yes	Partner university

The three institutions are recognised as higher education institutions by the relevant authorities of their countries:

- *for EUF this is regulated in the "Gesetz über die Hochschulen und das Universitätsklinikum Schleswig Holstein", §§ 1 and 2 (see Annex # 1a)*
- *for UNISTRA this is regulated in "Décret no 2008-787 du 18 août 2008 portant creation de l'université de Strasbourg" (see Annex # 1b)*
- *for UMA this is regulated in "Decreto 2566/1972, de 18 de Agosto, por el que se crean las Universidades de Córdoba, Málaga y Santander" (see Annex # 1c)*

The applicable national legal frameworks enable the institutions to participate in joint programmes and to award joint degrees:

- *for EUF this is regulated in the "Gesetz über die Hochschulen und das Universitätsklinikum Schleswig Holstein", §53 (3) (see Annex # 3a)*
- *for UNISTRA this is regulated in the "Code de l'éducation, Article D613-20" (see Annex # 3b)*
- *for UMA this is regulated in "Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales en España (see Annex # 3c)*

The institutions will also make sure that the degree belongs to the three national higher education degree systems involved.

1.3. JOINT DESIGN AND DELIVERY

TES/ETE will be offered jointly by Europa-Universität Flensburg, Université de Strasbourg and Universidad de Málaga. All cooperating institutions are involved in the design and in the delivery of the programme.

For several years now, the three universities have been closely cooperating to jointly de-sign an innovative and integrated curriculum (see also chapter 1.1). The partners developed joint criteria for the selection and supervision of students, they agreed on measures to prepare and

support student mobility; they are also closely cooperating with regard to conducting joint colloquia, conferences and final examinations. Details can be found in the following chapters, especially regarding the joint design, delivery and monitoring of the curriculum (see chapters 3.1 and 9), streamlined admission, recognition and communication processes (see chapters 4 and 8), student assessment (chapter 5) and joint and site-specific student support measures (chapter 6). Developing the curriculum and the support structure, great emphasis has been put on stimulating students to establish themselves as one group of students at different sites early on (see chapter 6 for details).

The terms and conditions of the joint programme are laid down in the Cooperation Agreement (CA, see Annex # 2). The CA as well as the Joint Study and Examination Regulations Framework (JSER, see Annex # 7a) have been jointly developed; regulations aim to guarantee a high level of integration and interconnectedness in teaching and research between the three universities. The CA regulates, among other things, the Denomination of the degree(s) awarded in the programme (§ 1), the coordination (§ 3) and responsibilities of the partners involved regarding management (§ 2) and financial organisation (§ 16), the admission and selection procedures for students (§§ 5 and 6) and the mobility of students (§§ 7 and 8). The recognition of credits earned at the three universities is secured through the integrated study plan and the programme structure (§ 7).

As a central joint governing body, a Programme Committee will be established (§ 4, see also Annex # 11 for the programme and consortium governance), composed of delegates from all three partner institutions. Here, all decisions pertaining to the programme are made. Changes planned by one of the partner universities concerning its contribution to the study programme have to be immediately communicated to and approved by the committee. It also ensures the implementation of the cooperation agreement and guarantees the quality of the curriculum.

In line with § 9 of the CA, the partners have agreed on the JSER as the authoritative framework for the programme. In the JSER, examination regulations and student assessment methods are laid down. Technically, the implementation of a single, tri-national regulation into three national frameworks is currently not possible, therefore the implementation is done at respective national levels and local guidelines. Changes to the JSER, however, require the approval of the Programme Committee.

The overall curriculum has been jointly designed and will be jointly implemented. The partners' contributions have been discussed and aligned in order to allow for mobility paths that enable students to achieve the intended learning outcomes. Each partner university hosts each student for at least one academic year and delivers the respective teaching. In the fourth year, the institutions share responsibilities for teaching and supervision (see chapter 3.1).

The partners agreed to issue a joint degree and laid this down in the Cooperation Agreement (§§ 1 and 11). As of the writing of this report, exact procedures are still subject to further discussions between the partner institutions and the relevant legislative bodies. The partners

agreed that joint diploma documents will be prepared and issued by UNISTRA. As diploma documents will first be issued in 2026 at the earliest and as all institutions involved are legally entitled to participate in joint degrees programmes, the partners are optimistic to have procedures in place well ahead of the first cohort's graduation day.

2. Learning Outcomes

2.1 LEVEL

The intended learning outcomes of the TES/ETE programme correspond to the FQ-EHEA's first cycle (EQR level 6) as well as to the following national qualification frameworks:

- *Germany: Qualifikationsrahmen für deutsche Hochschulabschlüsse (as of 16.02.2017)*
- *Spain: Marco Español de Cualificaciones para la Educación Superior. Real Decreto 1027/2011, de 15 de julio*
- *France:*
    - *Cadre national des grades de licence et de master (du 27 janvier 2020),*
    - *Décret n° 2019-14 du 8 janvier 2019 relatif au cadre national des certifications professionnelles et*
    - *LICENCE - Langues, littératures et civilisations étrangères et régionales (LLCER) (fiche nationale RNCP24508)*

(For a matrix of alignment of the learning outcomes with the FQ-EHEA and the relevant national qualification frameworks see also Annex # 4.)

The intended learning outcomes of the programme fall into two different categories. While graduates will have acquired in-depth competence in the subject disciplines concerned, they will also gain a specific linguistic profile and basic to enhanced proficiency in four European languages. The overall learning outcomes are:

<u>LO 1 – Language Competence</u>: In the course of the first three years of study, students acquire written and spoken language skills in German, French and Spanish at a good to excellent level through compulsory continuous language course offers. In addition, they consolidate and deepen the knowledge of English acquired in school education through compulsory courses in the first year of study and optional offers in the following semesters. The selective inclusion of English in teaching also strengthens English skills that are indispensable for the labour market and in academic contexts.

<u>LO 2 – Basic subject knowledge and methodological skills</u>: Building upon their general secondary education, students acquire basic subject knowledge in the disciplinary fields that are central to the study programme in the first year of study, as well as competencies in relation to academic work and various theoretical and methodological approaches. In the second and third year, students deepen their subject knowledge and sharpen their academic skills. They will also be given the opportunity to define their own study foci in correspondence with individual study interests.

LO 3 – Academic skills: Students acquire the ability to critically examine subject-specific and practice-relevant arguments. They can evaluate arguments in complex contexts and critically weigh them against each other. Furthermore, they are able to reflect on academic problems in a theoretically and methodologically adequate way and to process and solve them in a professionally plausible manner. They are also able to gather and interpret relevant data (within their field of study) to make informed judgments that include reflection on relevant social, academic or ethical issues.

LO 4 – Research competence and in-depth subject competence: Building on the basic knowledge and the respective in-depth knowledge and research competence, students from the third year of study onwards are able to derive their own research questions from this knowledge and outline them. They gradually acquire the ability to operationalise and explain manageable research problems in a well-founded manner and to carry them out in a methodologically meaningful way. In the fourth year of study, this ability is deepened and tested in the design and organisation of an international academic conference by the students. Innovative, relevant and pertinent research questions are developed and worked on by the students of the three universities and in exchange with teaching staff.

LO 5 – Application-related knowledge: From the second year onwards, students continuously carry out application-oriented study projects and contribute to the solution of complex tasks in teams. In the context of this problem-based learning, which should ideally be carried out in cooperation with institutional actors in the respective region, the students acquire the ability to use their subject and methodological competence in a problem-solving-oriented manner and to act cooperatively and purposefully in a team, also with non-university actors.

LO 6 – Social and professional knowledge: Through the close connection of practical and theoretical components in the study programme (continuous project modules from the third semester (service-based learning elements), the internship period and the organisation of an academic conference, colloquium), the students acquire a variety of professionally relevant competencies and contacts. The fourth year in particular promotes the students' problem-solving skills and their ability to communicate and cooperate interculturally. They can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences and can justify their arguments theoretically and methodically. They are familiar with the possibilities and problems of transcultural and transnational working contexts, reflect and take into account the different perspectives and interests of other participants. They are able to assess their own abilities, autonomously reflect on relevant creative and decision-making freedoms and use these under guidance. They recognise the framework conditions of professional action appropriate to the situation and justify their decision responsibly and ethically.

LO 7 – Communication and knowledge transfer: Both in project-oriented studies (especially at EUF) and increasingly in the fourth year of study, students acquire the ability to learn in a problem-oriented manner, to conduct research on the basis of manageable questions and to

work on problem solving in a theoretically and methodologically reflective manner. The communication and transfer of this knowledge to a professional and non-specialist public is also part of the graduates' competence profile.

LO 8 – Skills for further studies and professional life: Students develop learning skills that are necessary for them to continue to undertake further studies with a high degree of autonomy. Particularly in the fourth year of study, students can test their specialist knowledge in a professional context through the internship and establish contacts with potential employers. In addition, in the course of planning the content and organisation of an academic conference in the intercultural context of the three partner universities, they acquire a wide range of research and professionally relevant competencies that provide them with the best possible qualifications for both further studies and entry into professional life.

2.2 DISCIPLINARY FIELD

The study programme is orientated towards the areas of languages, culture, literature and media in a European context. Students acquire basic and in-depth knowledge in linguistics, literature, cultural studies and media studies; especially the disciplinary sub-areas of literary theory and literary history, text linguistics, philosophy of language, translation studies, media theory, film and media history, cultural theories, postcolonial and gender studies are addressed. Broad methodological knowledge includes various methods of analysis and interpretation, hermeneutics, discourse analysis, narratology, intertextual or inter- and transcultural approaches. A further qualification goal is profound knowledge of the arts and media, i.e. various text types and genres, literature, museum, film, digital media, intermedial aesthetic practices and narrative elements and various media cultural artefacts.

Subject related learning outcomes:

Plurilingualism (LO 1/LO 5/LO 8)

In keeping with Europe's linguistic diversity, continuous foreign language acquisition is a crucial element of the first three years of study. Students enhance their skills in the three important European languages (L1, L2, L3) French, Spanish and German and develop a language profile including the following proficiency:

- *L1: mother tongue or CEFR level C1*[2]
- *L2: CEFR level C1*
- *L3: CEFR level B2*

[2] If L1 is not mother tongue.

Students complement this by familiarising themselves with English as an academic lingua franca, especially by means of mandatory language courses in the first study year. In the further course of studies, English proficiency continues to be strengthened by optional offers, such as language courses, thematically related courses in neighbouring disciplines and selective use of English in academic readings and as language of instruction.

Enhancing language proficiency and building a plurilingual profile in this way allows graduates not only to communicate efficiently in the languages concerned, but also provides them with application-oriented skills and knowledge as well as a key to further studies or professional life on an international scale.

Critical European studies in global context (LO 2, LO 4)

Students acquire in-depth knowledge of European concepts at a global level as well as knowledge of individual European countries. They have knowledge of geographical, historical, political and socio-cultural aspects pertaining to individual European countries, together with detailed knowledge of the continuity of historic and contemporary theories and concepts of Europe. Students also analyse European conflicts and discuss (culturally mediated) solution strategies in the perspective of critical global European studies. This is achieved through the acquisition of a differentiated knowledge of theoretical key concepts in the following areas: History of ideas, history and concepts of Europe, history of language and linguistics, postcolonial and gender studies, history of media and communication, history of knowledge and arts.

Subject-specific knowledge in interdisciplinary perspective (LO 3, LO 4, LO 8)

Basic and in-depth knowledge of the following academic disciplines is acquired: linguistics, literature, arts, cultural studies and media studies; text linguistics, philosophy of language, translation studies, media theory, film and media history, postcolonial and gender studies. This subject-specific knowledge is interlinked in interdisciplinary modules. Particularly in project studies and problem-based learning courses, the skills of interdisciplinary consideration of cultural phenomena in a European context is promoted and strengthened.

Cultural studies: Transculturality, intercultural concepts and Cultural transfer processes (LO 2, LO 3, LO 4)

Graduates know the most important European and non-European concepts and methods in the field of research on transculturality, interculturality, cultural transfer, hybridity, cultural difference and similarity. They are qualified to analyse and understand the diverse processes of cultural transfer in Europe in their historical and contemporary dimension.

Cultural Mediation (LO 1, LO 3, LO 5, LO 7, LO 8)

Furthermore, students learn to apply techniques and skills of cultural mediation by dealing with phenomena such as translation, cultural transfer or transmission. These skills can be deepened and tested in practice especially in the problem-based courses in the second and third year of study, in the internship and in the context of the planning and conduct of the

joint conference in the fourth year of study. Here, they can apply their problem-solving skills with regard to their future fields of profession.

Subject-specific methodological and academic skills (LO 2, LO 3, LO 8)

Broad methodological knowledge and skills are imparted for: Various methods of analysis and interpretation, hermeneutics, discourse analysis, narratology, postcolonial *contrapuntal readings* (Said) or gender-focused analysis. Furthermore, students acquire the ability to critically examine subject-specific arguments and can evaluate them. They are able to reflect on disciplinary academic problems in a theoretically and methodologically adequate way.

Medias and Communication studies (LO 2, LO 4)

A further qualification goal is the ability to understand and analyse different types of arts and media: various text types and genres, literature, museum, film, digital media, intermedial aesthetic practices and narrative elements, various media cultural artefacts. Media literacy is enhanced and applied especially in subject-specific courses.

Mediation and knowledge transfer (LO 5, LO 6, LO 7, LO 8)

Especially in the practice-oriented parts of the study programme students acquire the ability to communicate information, ideas, problems and solutions adequately, both to specialist and non-specialist audiences. This is an important, career-preparing part of the study programme, in which different communication registers and formats can be tested. At the same time, the social relevance of what has been learned and researched becomes immediately apparent to the students through the transfer of knowledge into society.

2.3 ACHIEVEMENT

The orientation of the study programme towards the areas of languages, culture, literature and media in a European context enables students to deal with historical and contemporary European issues also in a global context in a theoretically, practically and methodically reflected manner in three European languages (with the completion of a plurilingual certificate) and intercultural contexts.

In 2.1. and 2.2., the qualifications and the competence that the students are to acquire in the course of the four-year study programme, both on a theoretical-methodological and on a professional-practical level, have been detailed.

The respective teaching and examination formats are adapted to the intended qualification goals (see also Annex # 5): In the first year of study, there are introductory courses in lecture format at all three locations (LO 2, LO 3), which are complemented by seminars or exercises for more in-depth study and in order to offer room for questions and discussions (LO 4, LO 5, LO 6). Some of these introductory lectures are also offered to the students of the second and

third year. In this way, students acquire fundamental knowledge about Europe from a different national perspective and in the context of a different academic tradition. In addition, the cohorts of the home university mix with the cohorts of the partner universities in these courses, which promotes internationalisation.

There are cross-cohort courses mainly in the second and third year, the fourth year is designed in such a way that the students of all three partner universities work together on the project of an academic conference (LO 6, LO 7) and discuss their thesis projects in a jointly organised colloquium (LO 7, LO 8). In addition to the lectures, there is also an exercise format, especially in the language courses (LO 1). The project studies are also designed as exercises, as a high degree of practical and independent work is required here (LO 5, LO 6). The dominant teaching format at all three partner universities is nevertheless the seminar, since in this format the teaching of content is embedded in the context of the academic discourse which is extremely important for the humanities, and which also includes a variety of independent contributions by students (LO 2, LO 4). In this teaching format, students also get to know the different academic traditions in Europe particularly well (LO 2, LO 3).

Each module at all three study locations concludes with a performance record, which determines whether the qualification goals have been achieved or whether further support measures are necessary so that the students can successfully complete the module in the course of a repeat examination. This applies both to language acquisition and to the area of subject competence.

The study programme deliberately includes a variety of written and oral examination formats, with particular attention given to an equal distribution over the semesters. Most modules are completed with a single module examination, which avoids an excessive examination load.

Accompanying measures to support students in achieving the learning outcomes and qualification goals include a close support network and a mentoring programme (which can be realised given the limited number of students), peer mentoring as well as curricular and extracurricular opportunities to meet students of different cohorts, e.g. in order to form joint learning and support groups (see also chapter 6).

The close interweaving of theory and practice, which is implemented through research-based and problem-based learning, project studies from the third semester onwards, working on a research question in the seventh semester and completing internships abroad, provides a close-knit practical professional field orientation. By studying at three European universities and the internship semester abroad, the students also acquire extensive linguistic, intercultural and vocational knowledge.

NB. Standard 2.4 (Regulated Professions) does not apply for this programme.

3. Study Programme

3.1 CURRICULUM

The jointly developed and in parts jointly taught curriculum builds on three pillars:

I. *Language acquisition*
II. *Europe*
III. *Culture, language, literature, arts, media*

The partners' individual contributions to the study programme take the threefold structure of the curriculum into account.

Students stay at least for one full academic year at each of the three participating universities (see study plans in Annex # 6). After spending the first year at the home university, which is usually the institution in the country of their first language (L1), their further mobility path depends primarily upon their language proficiency. They spend the second year in the country for which they have the better language skills (L2). There they continue to gradually improve the level of their third language (L3) before they move on to the third partner university. In the seventh semester, students complete a project-based internship, preferably in a European country. In the eighth semester, they write their Bachelor thesis at one of the partner universities.

While the single institutions' areas of expertise and emphasis differ, the overall study structure is the same regardless of the chronological order of studying at the three universities (see also Module Handbook, Annex # 5). In the first semester, the focus is on language acquisition on the one hand and academic immersion and the acquisition of basic knowledge in the fields of study on the other. Students familiarise themselves with standards and techniques of academic work and the basics of text analysis, as well as with central theories and concepts of linguistics, literature, cultural studies and media studies. In addition, during the first semester students gain basic knowledge of the above-mentioned disciplines' focus on Europe. Topics addressed in the first semester includes, for example, ideas of Europe and European intellectual history, linguistic reflection, awareness of language and linguistic discussions, language, culture, literature and media in Europe, European institutions and translation studies.

Very early in the first semester, the students from the three locations will meet for a hybrid "Introductory Lecture Series", which is part of module EUF 4 (see Annex # 5): gathered together at each university and online with the other two groups, they will listen to short introductory lectures in the languages of the degree (with support), and interact online and on-site. From the second year of the degree onward, students already involved in the programme will also be invited to participate. This joint introductory course allows the students to already

get in touch with fellow students at partner universities. Additionally, in many cases, first semester students share lectures with third and fifth semester students. This horizontal and vertical exchange of TES/ETE students is considered a key element of peer learning in this international setting and is expected to contribute to sound transition processes from one study year to the next.

In the second semester, the programme touches upon topics such as European narratives, narratology, philosophy of language and linguistic anthropology, traditions and patterns of narration in aesthetic analysis, European history, literature and culture, applied linguistics and translation (and culture).

At all three institutions, the second and third year of the study programme consist of the same set of modules, which means that second- and third-year students from different partner universities follow the same curriculum.

In the third/fifth semester, in addition to continued language acquisition, the programme includes study topics such as the materiality and history of European communication, narratology, orality and literality, intertextuality and intermediality, project work on intermedial artefacts, Latin and the languages of Europe, history, geography, mythology and art in Europe, European institutions and literature and culture in Europe. In the fourth/sixth semester, European cultural and theory transfer processes are dealt with. The focus is on translation as a form of linguistic and cultural transfer as well as cultural contact and conflict. Linguistics courses also deal with the topic of language conflict, among other things. European literature, culture and European institutions form another compulsory focus. In a transversal manner, the acquisition of collaboration and communication skills (argued exchange in foreign language classes, group work in an intercultural configuration) will constitute a first step for the realisation of a common scientific event in the fourth year, as well as an asset for the preparation of professional activity.

In the seventh semester, the students begin designing an academic conference with the support of teaching staff. In the eighth semester, this conference is held at one of the three partner universities (rotation principle). Through the largely independent conception and realisation of an academic conference, the students demonstrate their organisational talent, their creativity in identifying and evaluating relevant issues in the context of the study programme and their ability to communicate competently on a European and international level. Within the framework of this module, competencies are acquired and developed that also prepare students for the possibility of professional practice in the academic and cultural sector.

During the seventh semester, a project-based internship for a minimum duration of eight weeks has to be completed in L2 or L3, preferably in a European country. It serves students to identify potential fields of employment and support their choice of a thematic focus in their Bachelor thesis. It also aims at further enhancing the competencies students have acquired in their studies. After completing the internship, students submit a report evaluating the work

environment, linking it analytically and critically to the issues discussed in the study programme and presenting the small-scale project they have conducted.

The final semester is dedicated to thesis writing and to holding the joint conference. Bachelor thesis colloquia support the process of developing a research question and the writing process; the thesis defence completes the studies.

Depending on a student's home institution, the study plans slightly differ as partners set different emphasis. Please find the three different model study plans (according to the respective home institution) on the following pages.

Model study plan – Home University EUF

	Language Acquisition	Europe		Culture, Language, Literature, Arts, Medias	
Semester 1 and 2 at EUF	**EUF 1** (10 CP) Spracherwerb I	**EUF 2** (7 CP) Europaideen und europäische Geistesgeschichte	**EUF 3** (5 CP) Sprachreflexionen, Sprachbewusstsein, Sprachdiskussion	**EUF 4** (5 CP) Europa: Sprachen, Kultur, Literatur, Medien	**EUF 5** (3 CP) Wissenschaftliches Arbeiten
	EUF 6 (10 CP) Spracherwerb II	**EUF 7** (7 CP) Europanarrative	**EUF 8** (5 CP) Sprachphilosophie und linguistische Anthropologie	**EUF 9** (5 CP) Narratologie/ Erzähltraditionen	**EUF 10** (3 CP) Ästhetische Analysen
Semester 3 and 4 at UMA	**UMA 11** (6 CP) Lengua Española I	**UMA 3** (6 CP) Historia de Europa	**UMA 12** (6 CP) El Latín y las lenguas de Europa	**UMA 13** (6 CP) Raíces Clásicas de Europa e Historia del Arte I	**UMA 14** (6 CP) Historia, Geografía e Historia del Arte I
	UMA 15 (6 CP) Lengua Española II	**UMA 8** (6 CP) Literatura Europea	**UMA 9** (6 CP) Sistemas e instituciones internacionales	**UMA 16** (6 CP) Raíces Clásicas de Europa e Historia del Arte II	**MM 17** (6 CP) Historia, Geografía e Historia del Arte II
Semester 5 and 6 at UNISTRA	**UNISTRA 7** (8 CP) Langue et linguistique – Français I	**UNISTRA 8** (11 CP) Culture et civilisation européennes III		**UNISTRA 9** (11 CP) Littératures, arts, médias européens III	
	UNISTRA 10 (9 CP) Langue et linguistique – Français II	**UNISTRA 11** (10 CP) Culture et civilisation européennes IV		**UNISTRA 12** (11 CP) Littératures, arts, médias européens IV	
Semester 7 and 8	**JM 1** (6+12 CP) Conception and Organisation of a Scientific Conference	**JM 2** (18 CP) Internship		**JM 3a** (12 CP) Thesis Colloquium and Thesis Defense	
		JM 3b (12 CP) Bachelor Thesis			

Model study plan – Home University UNISTRA

	Language Acquisition	Europe	Culture, Language, Literature, Arts, Medias
Semester 1 and 2 at UNISTRA	**UNISTRA 1** (12 CP) Langue et linguistique – Allemand / Espagnol I	**UNISTRA 2** (8 CP) Culture et civilisation européennes I	**UNISTRA 3** (10 CP) Littératures, arts, médias européens I
	UNISTRA 4 (12 CP) Langue et linguistique – Allemand / Espagnol II	**UNISTRA 5** (8 CP) Culture et civilisation européennes II	**UNISTRA 6** (10 CP) Littératures, arts, médias européens II

Semester 3 and 4 at EUF	**EUF 11** (10 CP) Spracherwerb III	**EUF 12** (7 CP) Materialität und Geschichte der europäischen Kommunikation	**EUF 13** (5 CP) Oralität und Literalität	**EUF 14** (5 CP) Intermedialität und Intertextualität	**EUF 15** (3 CP) Intermediale Artefakte
	EUF 16 (10 CP) Spracherwerb IV	**EUF 17** (7 CP) Europäische Kultur- und Theorietransferprozesse	**EUF 18** (5 CP) Translation/Übersetzung in Theorie und Praxis	**EUF 19** (5 CP) Kontakt und Konflikt – Kulturelle Mediationen	**EUF 20** (3 CP) Transferprozesse

Semester 5 and 6 at UMA	**UMA 11** (6 CP) Lengua Española I	**UMA 3** (6 CP) Historia de Europa	**UMA 12** (6 CP) El Latín y la Cultura	**UMA 13** (6 CP) Raíces Clásicas de Europa e Historia del Arte I	**UMA 14** (6 CP) Historia, Geografía e Historia del Arte I
	UMA 15 (6 CP) Lengua Española II	**UMA 8** (6 CP) Literatura Europea	**UMA 9** (6 CP) Sistemas e instituciones internacionales	**UMA 16** (6 CP) Raíces Clásicas de Europa e Historia del Arte II	**UMA 17** (6 CP) Historia, Geografía e Historia del Arte II

Semester 7 and 8	**JM 1** (6+12 CP) Conception and Organisation of a Scientific Conference	**JM 2** (18 CP) Internship **JM 3b** (12 CP) Bachelor Thesis	**JM 3a** (12 CP) Thesis Colloquium and Thesis Defense

Model study plan – Home University UMA

	Language Acquisition		Europe		Culture, Language, Literature, Arts, Medias	
Semester 1 and 2 at UMA	**UMA 1** (6 CP) Lengua alemana para la mediación intercultural I	**UMA 2** (6 CP) Lengua francesa para la mediación intercultural I	**UMA 3** (6 CP) Historia de Europa	**UMA 4** (6 CP) Lingüística Aplicada a la Traducción y la Interpretación	**UMA 5** (6 CP) Lingüística general	
	UMA 6 (6 CP) LLengua alemana para la mediación intercultural II	**UMA 7** (6 CP) Lengua francesa para la mediación intercultural II	**UMA 8** (6 CP) Literatura europea	**UMA 9** (6 CP) Sistemas e instituciones internacionales	**UMA 10** (6 CP) Lengua, traducción y cultura	
Semester 3 and 4 at UNISTRA	**UNISTRA 7** (8 CP) Langue et linguistique – Français I	**UNISTRA 8** (11 CP) Culture et civilisation européennes III		**UNISTRA 9** (11 CP) Littératures, arts, médias européens III		
	UNISTRA 10 (9 CP) Langue et linguistique – Français II	**UNISTRA 11** (10 CP) Culture et civilisation européennes IV		**UNISTRA 12** (11 CP) Littératures, arts, médias européens IV		
Semester 5 and 6 at EUF	**EUF 11** (10 CP) Spracherwerb III	**EUF 12** (7 CP) Materialität und Geschichte der europäischen Kommuikation	**EUF 13** (5 CP) Oralität und Literalität	**EUF 14** (5 CP) Intermedialität und Intertextualität	**EUF 15** (3 CP) Intermediale Artefakte	
	EUF 16 (10 CP) Spracherwerb IV	**EUF 17** (7 CP) Europäische Kultur- und Theorietransferprozesse	**EUF 18** (5 CP) Translation/Übersetzung in Theorie und Praxis	**EUF 19** (5 CP) Kontakt und Konflikt – Kulturelle Mediationen	**EUF 20** (3 CP) Transferprozesse	
Semester 7 and 8	**JM 1** (6+12 CP) Conception and Organisation of a Scientific Conference	**JM 2** (18 CP) Internship		**JM 3a** (12 CP) Thesis Colloquium and Thesis Defense		
		JM 3b (12 CP) Bachelor Thesis				

In the following, the different study and mobility paths are outlined.

First year …

… at EUF

Pillar I: Two 10 credit point modules are dedicated to language acquisition (summing up to eight hours per week); two hours are dedicated to the first foreign language (the language of the second-year host), two hours to academic English and four hours to the lesser well-spoken language of the third-year host (LO 1).

Pillar II: In two 7 credit point modules and by means of lectures and seminars students are introduced to (postcolonial) cultural European studies, primarily ideas and narratives of Europe and European intellectual history. In addition, in seminars and tutorials students familiarise themselves with basic academic tools and skills (LO 2).

Pillar III: Five modules with 3 to 5 credit points are dedicated to introducing students to topics related to culture, language, literature, arts and media from (comparative) European perspectives (LO 2). Lectures, seminars and project-work particularly focus on the philosophy of language, narratology and narratological aesthetical analysis, laying the ground for the acquisition of application-related knowledge (LO 5) and academic approaches (LO 3).

… at UNISTRA

Pillar I: Two 12 credit point modules are dedicated to language acquisition (amounting to twelve hours per week); four hours each are dedicated to German and Spanish, two hours to academic English. In addition, one course deals with French linguistics (LO 1).

Pillar II: The subject Europe is apprehended by two 8 credit point modules. Here students familiarise themselves with different conceptions and theories of European cultures and civilisations. The strong idea of culture and civilisation in Europe, of an approximation to Europe via its different countries, mainly the partner's countries, is guiding this approach. This provides an in-depth-culture focus within European Studies. In the second semester this is deepened by a historical perspective in cultural history (lecture and seminar) and seminars on recent debates in the respective civilization (LO 2). This structure is also in favour of applied language learning (LO 5) and takes into account that students from UNISTRA are facing two foreign languages of different language families (LO 2).

Pillar III: Two 10 credit point modules cover topics in literature studies, literary concepts and theories of literature as well as specific periods. In the second semester the focus is on cultural studies and comparative literature studies (LO 2/LO 3).

… at UMA

Pillar I: Four 6 credit point modules are dedicated to language acquisition, in equal parts to German and French. Due to school education in Spain, starting at UMA it is expected that

students need to improve their language proficiency in both German and French considerably. Additionally, parts of pillar III focus on applied linguistics and translations (LO 1).

Pillar II: Two modules (6 and 12 credit point) focus on Europe, specifically its history, literature and international institutions (LO 2).

Pillar III: The two modules (12 and 6 credit point) concerning culture, language, literature, arts and media aim to provide students with specific knowledge in applied linguistics, for example by doing translations (LO 5).

Second year or third year …

… at EUF

Second- and third-year modules bring together students of UNISTRA and UMA, in some cases they share classes with local EUF students.

Pillar I: Second-year language acquisition modules at EUF are geared towards supporting students with French or Spanish as first language, enhancing their proficiency of German as a foreign language in general and in German for academic purposes in particular. Courses focus on methodological skills and research competence in German. This is complemented by offers in French and Spanish, so that students can also improve the proficiency of their L3. Students select four courses (up to three in the same language) depending on their skills and language profile. In the French language courses for students speaking Spanish or German as first languages and in the Spanish language courses for students speaking French or German as their first languages, the cohorts and therefore the first languages are diverse which creates a specific heterogeneous and intercultural learning setting (LO 1, LO 2, LO 4).

Pillar II: In year two/three, Europe is thematised in two 7 credit point modules dedicated to European narratives and communication and to European culture and theory transfer processes. In addition to basic subject knowledge students get the opportunity to explore the cultural, social and political history of the continent. Depending on their seniority, students are enabled to enhance their methodological skills and build subject-specific research competence, especially in more project-oriented modules, as well as in-depth subject knowledge (LO 2, LO 3, LO 4).

Pillar III: The three modules of the third/fifth semester (3 to 5 credit points) examine among other things, the relationship between orality and literacy on the basis of everyday texts, non-fiction texts and literary texts, specifically aiming at creating application-related and social and professional knowledge. In addition, intermediality and intertextuality are discussed, offering a theory-based introduction to the concepts from linguistic, cultural, literary and media studies perspective respectively, especially focusing on the construction of Europe in public discourse. This multidisciplinary approach fosters research competence and in-depth subject competence. Through project-studies, intermedial artefacts, forms of staging and institutions of cultural mediation as well as unifying aesthetic practices and narrative elements between

language, culture, literature and media are examined through a specifically interdisciplinary lens. Students are enabled to conduct their own source and data research and to test their methodical skills in group work settings in a practice-oriented and problem-solving approach (LO 3, LO 4, LO 5, LO 6).

In the fourth/sixth semester, further research and project studies focus on transfer processes; students create a research project design in order to analyse target and source cultures, mediators and media tools, and the range and effect of transfer and translation processes. Presenting project results, students also test and enhance their presentation skills tailored to specific audiences and translation skills. Additionally, contact and conflict and the role of cultural mediation are subjects of study as well as translation. In the second and third year of study in general, social and professional competencies are trained and students are expected to independently acquire complex subject content; cultural and disciplinary sensitivity are trained as well as research-based learning (LO 3, LO 4, LO 5, LO 6).

<u>… at UNISTRA</u>

The courses of the second and third year are joint courses and therefore bring together students of EUF and UMA.

Pillar I: In “Language and Linguistics” (two modules with 8 and 9 credit points respectively), the emphasis lies on consolidating the French language with a specific FLE (Français langue étrangère/French as a foreign language) course and a French linguistics course. In the second semester, it is supplemented by a translation course into French, with Spanish or German being the source language depending on the first language of the respective student (LO 1, LO 2).

Pillar II: “European culture and civilization” (two modules with 11 and 10 credit points respectively) are approached through the study of civilization and literature. In the Germanic field, one course deals with cultural history and in the Hispanic field three courses focus respectively on literature, art and today’s world. This allows for an in-depth-culture focus within European Studies, as well as the acquisition of fundamental knowledge about the history and culture of these areas. A course dedicated to the history of the book completes the pillar in the third/fifth semester. The fourth/sixth semester focuses on the study of great Latin texts, Germanic civilization and art in the Hispanic world. The strong idea of culture and civilisation in Europe, of knowledge about Europe via its different countries, mainly the partner countries, is guiding this approach. Therefore, an in-depth-culture focus within the European Studies is also provided in the fourth/sixth semester (LO 2, LO 3, LO 4).

Pillar III: “European Literatures, Arts and Media” (two modules with 11 credit points each) is based on the study of the literatures of the languages of the three countries involved in the degree, to which is added a course in comparative literature. In the fourth/sixth semester, a course on the history of ideas opens up the perspective. The subjects cover topics in literature studies, literary concepts and theories of literature as well as specific periods that are analysed

in seminars and lectures. Students will deepen their knowledge of the fundamental methods of analysis of various documents: press articles, historical documents, literary texts, artistic productions (LO 2). Courses are also designed to enable students to develop their knowledge and skills in a variety of areas, as well as to work on more complex materials. This will also be achieved by group work. Analytical skills will be further sharpened in the fourth/sixth semester, during which students will be confronted with academic literature in the different disciplines. This familiarisation will facilitate the organisation of a collaborative academic conference in the fourth year (LO 3, LO 4, LO 5, LO 6).

… at UMA

Second and third-year modules bring together students of (UNISTRA) and (EUF), in some cases they share classes with local UMA students.

Pillar I: UNISTRA and EUF students will improve their speaking, writing and general comprehension skills of the Spanish language. They will also learn about Spanish studies applied to a range of practical and professional areas. (LO 1). Credits on normative Spanish and interpreting as a linguistic and cultural mediation tool are also included in this module (LO 2).

Pillar II: In the module dedicated to Europe, the strong connections between Latin and contemporary European languages together with European History and Literature will be thematised. This course will analyse the importance and influence of Latin language on European languages and how Latin became the official language of business and government as the Roman Empire spread to most of Europe and how Vernacular languages blended with Vulgar Latin to form what we now call Romance languages (LO 4). In this module the students will also receive an introduction to the structure and functioning of main current international organisations and their stakeholders, as well as their relevance in today's global society (LO 5).

Pillar III: The third module incorporates a number of optional credits organised in two groups: those related to the classical roots of Europe and its artistic manifestations (it includes subjects such as gender studies, feminism and Classical Mythology) (LO 3) and those dedicated to European History, Geography and History of Art (including subjects such as Universal History of the Modern Age I and II, European Art in Renaissance and Baroque period, Power and Society in classical world, Modern Art, etc.) (LO 4). Students will be able to follow any of the two specialisation itineraries according to their own interests.

Fourth year at any of the partner universities

In the fourth year of the study programme, joint modules will unite the students of the three universities and the academic staff of EUF, UNISTRA and UMA. The joint organisation of an academic conference in module MJ1 builds on and enhances skills and competencies acquired in the first three years and further fosters communication and knowledge transfer skills. In the final semester, the conference is eventually held at one of the three partner universities.

It is expected to form an annual pivotal point of the consortium, teachers, staff, beginner/senior students and alumni. Through the largely independent conception and realisation of the conference, students demonstrate their organisational talent, their creativity in identifying relevant issues in the context of the study programme and their ability to communicate competently on a European and international level. Within the framework of this module, competencies are acquired and developed that prepare students for the possibility of professional practice as well as for continuing their studies in order to acquire a Master's degree (LO 4, LO 5, LO 7, LO 8).

The acquisition of application related knowledge and skills for professional life are of particular importance in the project-based internship. It has a minimum duration of eight weeks and has to be completed in L2 or L3, preferably in a European country. Within the internship, students can apply their theoretical knowledge in a study related work field. Starting to navigate the labour market and getting in touch with potential future employers at a crucial point during their studies, students can use the internship as a preparation for a future career in many ways (LO 5, LO 6, LO 8).

In the eighth semester, the study programme concludes with the writing of a Bachelor thesis under the supervision of lecturers from two of the partner universities. The writing process is supported by colloquia throughout the fourth year; after submission of the thesis, students defend it bilingually during a student conference (open also for beginner students). With their thesis, students prove to be able to develop and design a disciplinary or interdisciplinary research question, to assess a topic's disciplinary and interdisciplinary relevance and the relevant criteria for evaluating academic work, to reflect methodology and to apply adequate academic methods, to implement a research design, to self-critically evaluate the results and to present and communicate the research and the results appropriately (LO 4, LO 7, LO 8).

3.2. CREDITS

The European Credit Transfer System (ECTS) is fully implemented in the three national legislative frameworks for Higher Education concerned here. Consequently, the three partner universities are familiar with the ECT system and apply it properly. The distribution and acquisition of credits is made transparent in the module handbook. For each module it indicates the number of credits and the workload (i.e. in-class teaching, self-study and preparation of examinations) and the number, length and extent of examinations connected to the assignment of credits (cf. module handbook).

3.3 WORKLOAD

Students need to collect a total number of 240 credit points in order to be awarded the joint Bachelor's Degree, the standard period of study is four years. The curriculum is designed in a way that allows students to earn 30 credit points per semester. At all universities one credit point corresponds to 25 to 30 hours and the workload per semester consists of an average 750 to 900 hours, i.e. a total of 6.000 to 7.200 hours for the full degree (see module handbook for details regarding the respective workload, Annex # 5). Partners aim to distribute the workload equally across the semester by offering a variety of teaching and examination formats. In many cases, for example, individually written examinations can be completed during the lecture period; where possible, students are enabled to determine the time of an individual examination themselves. Additionally, examinations (including repeat examinations) close to student mobilities (i.e. by the end of semester 2, 4 and 6) are designed in a way that allows students to complete all their coursework before moving to the next partner university.

See chapter 9 for details regarding the monitoring of workload.

Due to French legislation, UNISTRA is obliged to issue a French *Licence* after three years of study (180 credit points). The consortium makes provisions to issue the *Licence* to those students who request it.

4. Admission and Recognition

4.1. ADMISSION

While each university's application and admission processes are independent, the overall process has been streamlined and is coordinated by the Programme Committee (see Annex # 2, § 5). Admission numbers, application deadlines and internal procedures are coordinated among the partner universities by the Programme Committee; deadlines and requirements are made public in advance of the application process. Students apply to the university of their choice, which is understood to be their home university.

The partners concluded that trying to establish a single joint admission procedure may conflict with national legislation and established procedures at the partner institutions. Offering three different entry points into the programme is additionally understood as attracting a higher number of potential students and it makes target-group specific communication and advertisement much more efficient.

Common application and admission requirements for the study programme are laid down in the JSER (Annex # 7a, § 2); due to differing national legislation, they vary in the details. For all three universities, applicants must submit a university entrance qualification or an equivalent for application. Academic merit (i.e. average grade calculation) is the most important criterion for the selection process at all three locations. In Spain, where application and admission processes are centralised, no further application criteria can be applied; admission procedures set by regional/national regulations are mandatory. Application procedures in France are also centralised, but UNISTRA is able to also apply the jointly defined minimum language requirements based on secondary school grades. At EUF applications are sent directly to the university and sufficient language competencies have to be documented. Detailed language proficiency recommendations will also appear prominently on the degree's websites.

Based on the selection criteria a ranking list is established at each university. The partner institutions will inform each other about these lists and about the final admission decisions. It will be the task of the central coordination office at EUF to organise these exchanges in close coordination with the respective administrative offices responsible at the partner universities.

There are two admission rounds. After completion of the first round, a second round is offered to students who did not receive a place at their university of choice. Students can indicate in the first procedure that they may be contacted by the other universities in case of rejection by the preferred university and in case of vacancies. Depending on the number of places available and if all admission requirements of the respective other university are fulfilled, applicants may then be offered a place at another university, as long as they fulfil the admission criteria defined in the JSER (§ 2). After completion of the first admission round, the partner

institutions inform each other about vacant study places and the coordination office at the EUF will set up all necessary procedures of communication and information concerning the second admission round.

Admission at EUF

Students applying for the programme through EUF use the central application platform[3]. There students will also find all relevant information regarding the application and selection procedures, the selection criteria applied and the documents to be submitted. Applications are open annually from 15 May to 31 July (special application window for non-EU applicants from mid-December to mid-January).

General admission requirements are laid down in University Selection Statute (Hochschulauswahlsatzung); specific language requirements for the study programme are detailed in the Study Qualification Statute (Studienqualifikationssatzung, see Annex # 7c). The regulations concerning TES/ETE do fully respect the jointly developed framework for language proficiency.

In order to facilitate the selection procedures at EUF, a Selection and Admission Board will be established. Based on the following criteria it sets up a ranking list of all eligible applications:

- Final grade of the University Entrance Qualification (Abitur or equivalent)
- Documentation of sufficient competencies in the three main languages of the study program:
    - L1: CEFR minimum level C1 (or “mother tongue”)
    - L2: CEFR minimum level B1
    - L3: CEFR minimum level A1

All accepted ways to proof language proficiency are detailed in the Study Qualification Statute.

Applicants for the programme must participate in a mandatory online advisory session with the local programme coordinator or another designated staff member.

After the admission process is completed, students receive their admission letter and additional information about the programme in general and the next steps to be taken through EUF administration.

Admission at UNISTRA

Applications to UNISTRA have to be completed through a centralised system.

Students applying for the programme through UNISTRA use the French national application platform ParcourSup[4], which regulates access to the first year of higher education. There students will find all relevant information regarding the application, a description of the programme and recommendation concerning linguistic skills.

[3] https://www.uni-flensburg.de/?id=10087
[4] https://www.parcoursup.fr

Applications are open annually from mid-January to early April. Admissions will be communicated from mid-May to mid-July. In addition to the overall language requirements defined by the partnership, applicants from outside Europe will have to provide proof of a sufficient level in French (DALF or TCF: C1).

Applicants will find all relevant information regarding the application and selection procedures, the selection criteria applied and the documents to be submitted on the programme website and on the website of UNISTRA.

After the admission process is completed, students receive their admission letter and additional information about the programme in general and the next steps to be taken through UNISTRA administration.

Admission at UMA

Applications to UMA have to be filed through a centralised system.

All applicants requesting admission to the Andalusian University System must have, by a general rule, passed the PEvAU (*Prueba de Evaluación del Bachillerato para el Acceso a la Universidad*) which is currently held annually in June (ordinary call) and in July (extraordinary call). The procedure will be explained on the programme website, information regarding university entrance exams and the application procedure can also be found at the UMA website[5].

Information regarding recommended CEFR minimum language levels in Spanish, French and German will be thoroughly advertised in all relevant documentation provided to prospective students. In addition, intensive language courses, together with specific mentoring and tutorial action (see chapter 6) will be arranged if specific linguistic weaknesses are detected in any of the students.

Students who have already been granted access to the University system in Andalucía at the Bachelor level, have to apply for admission through the common Andalusian admission district platform[6] (*Distrito Único Andaluz*) after the publication of the PEvAU results.

Applicants will find all relevant information regarding the application and selection procedures, the selection criteria applied and the documents to be submitted on the programme website and on the website of UMA.

After the admission process is completed, students receive communication of admission to the programme and additional information about the programme in general and the next steps to be taken through UMA administration.

[5] https://www.uma.es/acceso/info/4336/prueba-de-acceso-admision/
[6] https://www.juntadeandalucia.es/economiaconocimientoempresasyuniversidad/sguit/

4.2. RECOGNITION

The mutual recognition of achievements at the partner universities is guaranteed by an integrated curriculum and study plan as defined per the JSER (§ 5). Academic achievements obtained at another university are reviewed by the relevant programme coordination and recognised if there is no significant difference (JSER § 9). The recognition guidelines for externally completed course work at the three partner institutions complies with the requirements of the Lisbon Convention.

As the overall coordination of the joint programme is conducted by EUF, the Service Centre for Examination Matters (SPA) at EUF is in charge of keeping student records. Duplicate data will however be kept at the two partner institutions relevant units (*Direction des études et la scolarité* – DES – at UNISTRA; Administration Unit at the *Facultad de Filosofía y Letras* at UMA). The examination offices of the three partner universities will coordinate the communication and administration of grades and biannually exchange student data and student records. The relevant workflow between the three institutions is currently being developed and agreed upon by the units concerned at EUF, UNISTRA and UMA.

5. Learning, Teaching and Assessment

5.1 LEARNING AND TEACHING

The programme's learning environment grounds in four fundamental beliefs:

a) *a programme like TES/ETE needs to create a specific transcultural partnership between students and teachers,*
b) *the programme needs a joint learning platform with low technical barriers and easy access to resources,*
c) *the potentials of peer exchange and inter-cohort exchange need to be used as comprehensively as possible,*
d) *students need targeted and individual support; in order to be able to concentrate on their studies, they should have to deal with as little bureaucracy as possible.*

<u>The TES/ETE learning environment</u>

TES/ETE encourages and even requires students to consider themselves part of a transcultural learning community from the very start (e.g. by means of a trinational buddy programme and learning groups); it also encourages them to develop a close relationship with teaching staff at the three involved universities. The learning process is geared towards supporting this process, which is also embedded in several intended learning outcomes (see also chapter 2).

Interculturality and European Studies are core domains of expertise at the three universities, linguistic diversity is conveyed and practiced in the study programme. The international group of TES/ETE students make their different cultural, biographical, social etc. backgrounds the subject of an ongoing self-reflection processes inside (subject-related) and outside (e.g. buddy programme) university.

Mutual respect and self-reflection in the learner-teacher relationship is considered a prerequisite for this kind of learning environment; it builds on the assumption of a shared responsibility for the learning process and is facilitated by specific learning formats, regular course evaluations and mutual feedback (in class and in consultations hours/individual appointments).

Spending study periods at three different institutions, students will familiarise themselves with three different academic traditions and practices; they will identify differences and similarities – and they will learn to confidently navigate their way through these systems; they will handle a variety of teaching and learning formats, methodical and methodological approaches, didactical tools and examination formats (see module handbook, Annex # 5). To take into account students' diversity and to encourage flexible learning paths, but also in order

to achieve the intended learning outcomes, teachers apply different learning and teaching approaches and formats, e.g.:

- Seminars including focused plenary sessions, student presentations and text discussions respect the autonomy of learners and stress the active role of learners.
- Especially in tutorials and *travaux dirigés* the active role of learners is realised in interactive classes (middle-sized to small groups).
- A more compact knowledge transfer is facilitated in lectures (*cours magistraux*, large to middle-sized groups) and ex-cathedra teaching.
- In instruction-based projects and autonomous projects the reflection and adaptation of methods can be tested and evaluated. In group and individual work, self-study and case studies, students' self- and social competencies are trained and further developed.

For practical reasons and in order to achieve a greater didactical array, all formats will be realised in on-site and, if appropriate and necessary, digital-hybrid formats.

Teachers in the programme will at the same time be sensitised to the need to create a productive learning environment by means of familiarising students with the relevant (national) academic culture, academic habits and by clearly communicating the expectations students have to meet in class, in their paper work and in intercultural contact with teachers and fellow students. This will be done by means of annual meetings of staff from all partner universities involved in the teaching of the joint degree (in person or by video conference) and programme conferences (see also chapter 9).

<u>Learning platform</u>

The implementation of joint standards and the creation of a specific learning environment are also facilitated by the use of the same learning platform by the three universities (Moodle); partners are currently in the process of clarifying if a joint Moodle instance can be set up in order to simplify student access. Moodle is used both as a lecturer-students communication channel and as an organisational tool for teaching and learning activities. It is used in most classes to share resources, organise and monitor follow-up activities, provide joint calendars and if necessary conduct online teaching.

In the Moodle Virtual Campus, the full study programme will be mapped, including detailed descriptions of individual courses (e.g. teachers' names and background, learning outcomes and activities, teaching and examination formats) and lecture notes as well as additional resources.

Regardless of the establishment of a joint Moodle instance, students will receive login credentials to all host universities' relevant infrastructure in the early stages of their studies (ideally before they start).

Peer learning

Peer learning and multicultural learning groups are a constitutional element of the curriculum, the academic and personal exchange between the different cohorts is stimulated throughout. While attending the fourth-year conference and other activities is considered a crucial element of first year students' immersion to the programme, second- and third-year teaching is characterised by learning formats that ground in multicultural student working groups.

Making use of the synergies emerging through peer learning and peer exchange, in selected cases and subjects, students will be integrated in existing classes in several departments (French, German, Linguistics, Spanish, Media Studies) at EUF, UNISTRA and UMA. It will not only provide them the possibility to interact academically with local and other international students, but also open additional, extracurricular occasions to practice the host country's language in everyday life.

Student support

Student support is crucial as regards the creation of a specific learning environment. Chapter 6 will detail how the consortium aims to provide students with the time to concentrate on course work and allows for an intensive intercultural exchange by providing extensive support regarding academic and organisational issues and general support (accommodation, navigating national regulations).

5.2 ASSESSMENT OF STUDENTS

As documented in the module handbook (Annex # 5), teaching in TES/ETE follows the principle of constructive alignment and hence establishes a close relationship between the intended learning outcome of a module, the teaching formats applied and the assessment methods.

Operationalisation of learning outcomes

Teaching and assessment formats correspond with specific learning outcomes. Language competence (LO 1) for example are trained in small groups with a high degree of interactivity and student's contribution. The courses aim to train students' proficiency in subject-specific, academic and everyday life use of language. Students' proficiency is assessed by means of oral examinations, vocabulary and listening tests and subject specific written reports.

Subject-related knowledge and methodical and methodological skills (LO 2, LO 3, LO 4) are connected to written work, short and long papers, reflections and essays, but also short presentations. The close interweaving of theory and practice is implemented through research-based learning and project studies from the third semester onwards, in connection with sharpening students' self- and social competencies and fostering application-related knowledge by means of the conceptualisation and realisation of a project, e.g. a small-scale

research study. The corresponding assessment format is either a written report, a presentation or a combination of both (LO 5, LO 6, LO 7). Courses focusing on transfer processes (e.g. module ME 17) make use of portfolios and/or e-portfolios as a means of project documentation (LO 6, LO 7).

The completion of a project-based internship is crucial in terms of students' communication and knowledge transfer skills, and also provides a close-knit practical professional field orientation (LO 6, LO 7). The project-orientation and the assessment in the form of a report take learning outcomes into consideration and additionally sharpen students' academic skills and prepare them for thesis writing.

Planning and conducting an international academic conference is an innovative learning and assessment format and underlines the research-orientation of the programme. Students acquire and test in-depth application-related knowledge and their ability to target group oriented (intercultural) communication and knowledge transfer (LO 5, LO 7, LO 8). The Bachelor Thesis eventually is designed and developed under bi-national supervision; thesis writing and thesis defence relate to all learning outcomes and allow an assessment of the overall achievement of the intended qualification goals of the study programme.

Standards and communication

The partners aim at full transparency regarding the expectations and assessment standards. In addition, a continuous exchange between the teachers within the framework of the staff meetings and the meetings of the programme committee will contribute to a mutual understanding of assessment forms and standards. The aim is to create an awareness of national differences and to establish a reflective and transparent approach to different and common forms of assessment. The examinations in transnational teams of teachers (e.g. in project modules, the joint modules in the fourth year of study and in the assessment of the Bachelor Thesis) also contribute to this common assessment framework.

Transparency: The module handbook (Annex # 5) provides all necessary information about examination forms; in cases where several examination methods are offered, the teacher in charge defines the actual examination method and the respective deadlines within the first two weeks of a lecture period. This is particularly important at the UMA, since according to the national guidelines, teachers have greater leeway in determining examination formats. For this reason, the information on the examination formats in the module descriptions at UMA is quite broad. Lecturers specify details and expectations at the beginning of each semester.

Examinations are usually conducted by one lecturer, only in cases of reviews or repeat examinations, a second examiner is assigned. The Bachelor Thesis is always supervised and graded by two teachers in a binational co-tutelle procedure (JSER § 18, Annex # 7a). The thesis grade has to be justified in writing.

The great variety of examination formats, the high number of teachers involved as well as variations in the extent of written and oral examinations (in some cases a higher number of smaller assignments, in some cases one final examination) provides students a multi-perspectival assessment of their performance.

In order to monitor the consistent application of joint assessment standards throughout the programme, the issue is taken up in annual staff meetings, in written course evaluations (see chapter 9) and in a systematic dialogue between programme coordinators and student representatives. The responsibility to guarantee consistency lies with the Programme Committee.

At the three universities, the assignment and communication of grades differs. While in the long run, a separate database and joint communication system will be developed, for the time being, the three universities procedures will be respected.

EUF

At EUF, students can monitor their grades and credits online at all times. At the latest four weeks after examinations for a module have been completed, teachers are obliged to communicate grades and credits to SPA, who then feeds it into the student platform. Students can in all cases request written or oral feedback from the teacher in charge.

Based on the information regularly communicated between the administrative units of EUF, UNISTRA and UMA, the learning platform at EUF will contain a record of grades and credits including the achievements of all three study locations. From the platform, students can print an automatically verifiable transcript of records at all times.

UNISTRA

Continuous assessment (*Evaluation continue intégrale*) is used for all classes. Throughout the semester, students receive different grades for smaller examinations (usually two per submodule) and the respective feedback in order to assess their own performance level. Usually (see JSER § 10, Annex # 7a), the module grade is the arithmetic average of the individual grades; where this is not the case, it can be identified in the module catalogue and in the MECC document (*Modalités d'évaluation des compétences et des connaissances*) available online and in the first class of the semester. Grades can be checked online as soon as the administration has entered them in the central system. However, results are final only once the examining jury for the semester has confirmed them.

UMA

In accordance to UMA regulations, students will have all the relevant information for the assessment of each subject before they enrol and lecturers will make sure at the beginning of the course that all students know the activities that will be assessed and their percentage in the overall grade for the subject. All of the information can also be found in the module handbook (Annex # 5). Grades are always accompanied by qualitative feedback.

At UMA, students can monitor their grades and credits online. At the latest two weeks after examinations for a module have been completed, teachers are obliged to communicate grades to the students. Final grades for each subject are directly fed into a centralised digitally-certified on-line platform. Students can in all cases request written or oral feedback from the responsible teacher. From the student platform, a certified transcript of records can be printed at all times.

Regulations

Partners have agreed on Joint Examination and Study Regulations Framework (JSER) as the authoritative framework for the programme. Technically, the implementation of a single regulation into three national frameworks is currently not possible, therefore the implementation is done at respective national levels (see Annexes # 7 b to 7f). Changes to the JSER require the approval of the Programme Committee.

The JSER makes all sorts of provisions regarding the assignment of grades and credits, assessors and examiners, grade conversion between the three different national systems, recognition of credits, withdrawal and plagiarism, complaint and appeal procedures, repeat examinations, a Joint Examination Committee and the recognition of special needs.

In the Cooperation Agreement, partners have agreed to agree upon and respect the JSER (CA § 9, Annex # 2).

6. Student Support

Joint support structures

The study programme is particularly appealing but also demanding for students due to the high mobility, language and academic requirements. In this respect, an effective joint support structure is important to enable students to complete their studies successfully and within the timeframe envisaged. Aware of this responsibility, a joint support structure has been developed, which is complemented by site-specific counselling and assistance services. This special tri-national culture of support is a central element of the study programme to which all three partner institutions are committed.

The following can be mentioned as central sub-areas of this joint support structure:

Accessibility: The coordination office, situated in Flensburg, is accessible to all students and prospective students on a daily basis, via email, telephone and digital and personal consultation hours. All teachers of the study programme are also available during their office hours and by appointment. The same applies to the student representatives, who should be available via email and for personal consultations.

Communication, information: A joint website for the study programme (e.g. www.transcultural-europe.org) will provide prospective students with all relevant information about the application, the organisation of the study programme, mobility and contact persons. In addition, students will receive a multilingual handbook at the beginning of their studies, which will make all study-relevant information accessible.

Coordinators: At each location there is at least one programme coordinator who advises and supports students in all matters in addition to the coordination office. Additionally, at each location there will be an academic coordinator who can provide support in administrative, organisational and academic questions (see also programme and consortium governance, Annex # 11).

Mentoring and peer-to-peer support: Each student will be assigned a member of teaching staff as mentor. The mentor will accompany the study planning and monitor the study performance and, also considering language competence, advise the student regarding his/her mobility path. Additionally, peer-to-peer support is an important element that will be implemented at all three locations. The involvement of student representatives and networking across locations and cohorts are of central importance (see details below).

Integration of central infrastructural areas, services and offers into the common support structure:

New students will at all institutions be welcomed with an orientation week. The orientation week on the one hand serves to make students familiar with the institution, campus and the services available to students. On the other hand, programme specific events and introductions take place aiming at allowing TES/ETE students to network and to get to know their fellow students from other cohorts – both at a local level and, via digital meetings, first-year students from the other locations. Language acquisition is promoted through the formation of transnational student language tandems. At the same time, these tandems serve the purpose of cross-location networking and facilitate the change of study locations through peer-to-peer information flow.

Student mobility will also be facilitated by offering a digital information and exchange meeting with students and teachers halfway through each academic year to discuss practical and academic issues surrounding the change of study location. Such a digital discussion format will take place annually at all three locations.

Digital joint infrastructure: Besides the programme's joint website, the different university intranet platforms (Ernest at UNISTRA, homepages of EUF and UMA) provide access to campus information as well as information tailored to specific profiles. Learning platforms (Moodle at EUF, UNISTRA and UMA) and video conferencing systems (Webex at EUF, BigBlueButton at UNISTRA and Google Meet, Microsoft Teams and Blackboard Collaborate at UMA) are available to all students and can also be used for the transnational teaching and learning that characterises the study programme.

Students will receive login credentials to all host universities' relevant digital infrastructure in the early stages of their studies (ideally before they start).

Staff visits: Lecturer mobility (physical and virtual) is also part of the joint support structure. In on-site exchanges, e.g. in the context of Erasmus guest lectureships, the staff will have first-hand knowledge of the teaching methods and study environment at the other two universities. This will facilitate the support and integration of students on each campus. In addition, there will be intensive cooperation between the lecturers, especially in the final year, in combination with accompanying the students' organisation of an annual conference, through the organisation of the joint colloquium, the defence of the thesis in a *co-tutelle* procedure and the mobility of lecturers in this context.

Transitions between study locations

Especially when changing places of study, students are supported both infrastructurally and academically by the following university units and measures:

Simultaneous enrolment: Students will simultaneously be enrolled at all three institutions. Upon enrolment at the host university, the programme coordination will guide students through the enrolment process at the two partner institutions. In this way, students will have access to all three universities' relevant digital infrastructure from the very start.

Infra-structural support: Regarding the search for accommodation, it is planned to set up a multi-lingual platform on which students of the programme can offer their rooms for exchange when they change their place of study. The exchange platform will be set up and managed by the coordination office at EUF (e.g. on the programme website). In addition, the student services at the various locations (e.g. Studentenwerk at EUF[7]) offer places in student residences. At UMA, EUF and UNISTRA students will have access to the services provided by the "Welcome to UMA" office[8], from which they can also receive assistance in finding accommodation. At EUF this support will also be given by the International Center. At UNISTRA support will be given by *Maison Universitaire Internationale*[9].

Every university has an International Center that takes special care of the needs of foreign students (Erasmus guest students as well as regular international students) and promotes integration on campus by offering courses and leisure activities. With the international centres, there is a good advisory structure to support students both in planning and in carrying out their mobility through the consortium. Additionally, at all three universities the faculties in charge of TES/ETE offer general orientation programmes at the beginning of each study year.

At all three campuses, the orientation weeks (see above) are enhanced by integration and support offers from the International Centre as well as special orientation programmes for new and foreign students.

The integrated student card "Pass Campus" (UNISTRA), Studierendenausweis/Semesterticket (EUF) and the Carnet de Estudiante (UMA) provides students access to services on campus (libraries, cafeterias, sports halls etc.) along with services such as the Strasbourg, Flensburg or Málaga transportation network. As all students will simultaneously be enrolled at all three institutions, access to the student cards and the relevant services will be quite easy for students. They will however only pay the students fees of the actual host institution.

Academic support**:** A comprehensive advisory structure is central to the successful completion of studies at the various partner universities. On the one hand, this takes place jointly and comprehensively via the degree programme website, the handbook and the joint digital communication structure; on the other hand, personal counselling interviews and close student support, which are crucial for the success of the degree programme, are realised through an

[7] https://www.uni-flensburg.de/index.php?id=12622&L=2
[8] https://www.uma.es/welcome-uma/
[9] https://www.unistra.fr/international/venir-a-strasbourg/preparer-son-arrivee/how-to-prepare-your-arrival?no_cache=1

advisory network in which the following actors are involved: coordination office, programme coordinators, personal mentor (staff) (see details above) and peer-to-peer counselling networks.

The networking between the students of the different cohorts at one location as well as contact and exchange between students of the three study locations is a central element of the B.A. programme and will also be mobilised specifically to organise and facilitate the transition between the study locations. On the one hand, cross-cohort student groups are formed at each location, which are intended to provide mutual support, information transfer and local integration. Since the curricula at all three locations include common teaching formats for the first, third and fifth semester respectively, peer mentor groups can easily be formed in this way. In addition, digital forums are offered and announced on the joint website, where students can exchange information about the respective academic and practical life specifics of the different locations. The integration of students at the respective study locations is also supported by the fact that the programme also includes courses that are part of different study programmes. Opening these courses for TES/ETE students will not only allow but promote international exchange.

Within this framework of institutional, subject-specific and peer-to-peer support and counselling structure, which will be communicated transparently, students can prepare the next stage of their studies and integrate themselves into local intercultural contexts as well as into cross-location networks.

In general, it should be added that student organisations are active on all three campuses and can also support the students of the program. All students have the right to vote and stand for election at the university at which they are currently studying and can get involved in student representation and committee work.

7. Resources

7.1 STAFF

The study programme will primarily be coordinated and taught by the academic staff that established the partnership and jointly developed the curriculum and module handbook. Their expertise is complemented by that of colleagues who research and teach in neighbouring areas relevant in the context of the intended learning outcomes and qualification goals; particular emphasis is on curricular elements that help sharpening interdisciplinary and application-oriented perspectives or that support students further developing their academic and professional profiles. In sum, the staff involved is sufficient and adequate in terms of their qualification and their professional and international experience (for further biographic and academic details see Annex # 8).

A central coordination office will be located at EUF. EUF will also cover the related staff cost.

<u>EUF</u>

At EUF three full professors are responsible for organising the study programme, Prof. Dr. Margot Brink, Prof. Dr. Cordula Neis and Prof. Dr. Hedwig Wagner. The conception of the three curricular pillars reflects their key research interests (for a full list of the teaching staff involved, please see Annex # 8).

- Margot Brink is Professor of French Literature and Cultural Studies in the European Context. From 2018 to 2020 she was the University's Vice President for Teaching and Learning. Thematically, she is closely linked to the European focus of the degree programme. Her main research areas include Francophone literatures and cultures of the present, modernity as well as the early modern period in a European and postcolonial context, literary gender debates and constructions, cultural and literary theories and methods (cultural transfer/interculturality, intertextuality, gender studies, concepts of literary fields and institutions)
- Cordula Neis is Professor of French Linguistics and is particularly concerned with the linguistic, but also cultural studies topics of the degree programme. Her research interests include European linguistic thought, language theory and philosophy of language, writing systems and the history of writing (especially in the Romanic countries), orality and writing, linguistic problems of translation, holistic foreign language teaching, music and language
- Hedwig Wagner is Professor of European Media Studies and particularly interested in the materiality of communication, cultural artefacts, cinematography. Her research interests further include film analysis, forms of European and global communication,

European media culture, sexual violence in film, research directions and objects of investigation of the geo-media, gender research, border studies

On the one hand, students of this B.A. attend courses newly created for this degree programme at EUF, on the other hand, they also attend seminars in which they come together with students of French Studies and Media Studies. This mixture should increase the attractiveness of the degree programme even more, with interesting synergies likely to arise between students of French, who usually aspire to a teaching profession, and the students of this new study programme.

Other focal points of the programme, such as narratology, history of literature (in various European countries), intertextuality, orality and literacy, problems of translation or postcolonial studies, are also provided by the German and Hispanic Studies seminars, who open their seminars to TES/ETE students. In addition, if course capacities allow, courses in the still relatively young B.A. European Cultures and Society can also be attended. This degree programme attracts students from all over the world and should give TES/ETE students the opportunity to perceive Europe from an inner-European perspective as well as from a global perspective, both in terms of the range of courses offered and the opportunities for networking with fellow students.

The coordination office of the degree programme informs the students in advance about the large spectrum of content and the different seminars at EUF. The academic coordinator at EUF takes care of administrative matters, acts as an advisor to students and ensures that the exchange of information in administrative terms between the three university campuses runs smoothly. For example, the academic coordinator takes care of the common database that contains all important information about the students (e.g. personal data, the mapping of student flows between the universities, grades) and the preparation of graduation certificates).

The networking of students across different cohorts, digital and in person, the cooperation in language tandems and the joint activities offered by the International Center, for example, ensure that the contents of the study programme are not only taught in theory but also lived and experienced in practice. The diverse support measures for students (see chapter 6) allow students a great deal of independence, flexibility and the competence to actively and interactively contribute to team projects. The demands on their ability to orientate themselves in three different university systems are considerable, but support at EUF covers a diverse spectrum and aims to closely accompany students through a good organisation of administrative and learning processes and helps them to master the numerous but interesting demands of this degree programme well.

<u>UNISTRA</u>

At UNISTRA, the *Faculté des langues* and the *Faculté des lettres* are in charge of the study programme. The two deans and several professors are particularly involved in organising and

teaching the degree, their combined expertise corresponds to the linguistic and cultural domains of the degree (for a full list of the teaching staff involved, please see Annex # 8):

- Prof. Dr. Emmanuel Behague: German studies, contemporary political history and the place of Germany in Europe, theatre, photography & the visual representation of Germany.
- Dr. Hab. Marie-Hélène Maux: Spanish studies, contrastive studies of France and Spain particularly in the classical period, history of didactics, linguistic historiography, dictionaries, early translations.
- Prof. Dr. Emmanuelle Sempère, French literature, the Enlightenment (literature and philosophy, beliefs and spirituality), fantastic literature, relationships between literature & knowledge
- Susanne Marten, lecturer in German as a foreign language
- Prof. Dr. Anne Bandry-Scubbi, British literature, Dean of the *Faculté des langues*
- Dr. Jean-Paul Meyer, French linguistics, Dean of the *Faculté des lettres*

Being part of the general Language and Culture Bachelor's degree at UNISTRA (Licence de Langues, littératures, civilisations étrangères et régionales LLCER) and articulated with the first year of the Master's in Plurilinguism and Intercultural Studies, TES/ETE programme students will benefit from the institution's long experience in the acquisition of high language proficiency and of good knowledge in cultural and intercultural issues. Classes in cultural studies, history, literature, the arts, history of the book, history of ideas, comparative literature, linguistics will provide both a comprehensive and detailed insight into French, Germanic and Hispanic cultural issues, as well as trans- and intercultural ones. Sharing these classes with students enrolled in already existing degrees, particularly those in French, German and Hispanic studies, will provide a direct experience of intercultural Europe.

<u>UMA</u>

The Málaga University 2012 Strategy for Internationalisation (Estrategia de Internacionalización) and its continuance with the Comprehensive Internationalisation Plan (Plan Integral de Internationalización) in 2018 address the need to take steps to develop internationalisation beyond traditional student/staff mobility and, using the experience and the administrative and academic structures already in place, develop long standing partnerships with the idea of developing joint educational programmes. The *Facultad de Filosofia y Letras* has traditionally led the internationalisation processes of the institution as most of the academic programmes on international languages and cultures are developed there. This faculty already offers eight B.A. degrees with strong thematic connections with TES/ETE (History, History of Arts, Classical Studies, Geography, English Studies, Spanish Studies, Translation and Interpreting and Philosophy), from which a selection of courses has been integrated in this new study programme. TES/ETE students will benefit from the extensive experience and expertise of the teachers of

those departments involved in the teaching and will have the opportunity to share classes with students in those degrees.

At UMA, three professors with great expertise not only in in their respective academic fields but also in the fields of academic organisation and internationalisation processes are in charge of the programme (for a full list of the teaching staff involved, please see Annex # 8):

- Dr. D. Juan Antonio Perles Rochel is the current Dean of the Málaga University *Facultad de Filosofia y Letras*. However, he also ran the Vice-rectorship for Students and International Affairs from 2004 to 2013. From an academic perspective he is a member of the English, French and German Philology Department and his interests are American studies, contemporary American literature, Chicano studies, cultural studies and gender studies (masculinities)
- Dr. Chantal Pérez Hernández is Lecturer at the English, French and German Philology Department at the University of Málaga. She has been Vice-chancellor for Academic Affairs (2016-2020) and Vice-chancellor for Cultural Extension (2013-2016). She has also been Coordinator of the English Studies and Multilingual and Multicultural Communication M.A. programme at the University of Málaga. She is concerned with the linguistic and the cultural studies topics of the degree programme. She is a member of the Tecnolengua Research Group, specialised in linguistic technologies and intercultural communication. Her main research areas include natural language processing, digital humanities, multilingual corpus analysis, intercultural communication and sentiment analysis
- Dr. Sara Robles Ávila also accumulates an extensive expertise in the field of academic organisation. She currently holds the position of Vice-dean for Coordination and Strategic Planning the *Facultad de Filosofia y Letras* and held a Deputy Vice-rectorship for Cultural Extension at the University level from 2008 to 2011. She is a member of the Department of Spanish and her main academic interests are applied linguistics, Spanish as a foreign language, language in the mass media, advertisement, journalism and communication on a digital environment, normative Spanish and Spanish lexicography

The University of Málaga will create a number of new and specific modules for this trinational academic project. However, the extra costs incurred will be subsumed by the different departments and no more staff will be hired for this purpose.

7.2 FACILITIES

TES/ETE students are entitled to make use of all university infrastructure and services in Flensburg, Strasbourg and Málaga. In order to make additional resources available to the programme and the students alike, the partners will apply for grants from Deutsch-Französische

Hochschule (Franco-German University) and seek Erasmus funding subsidising student mobility. The facilities provided at the different study locations are sufficient, adequate and up to date.

EUF

Blended learning facilities: At EUF, a number of class rooms is currently being newly equipped with the facilities necessary to conduct blended learning formats. Combining physical and virtual presence, students and teachers from different universities can meet in class. The rooms will be used in different contexts, especially throughout the immersion and orientation phase and the "Introductory Lecture Series" in the first semester (see also chapter 3).

Library: EUF shares its library with Flensburg School of Applied Sciences (Zentrale Hochschulbibliothek, ZHB) and has a wide selection of teaching materials and learning media. Its collection is being continuously expanded, currently especially with digital media. In addition to the book and e-book collection of the ZHB, students have access to all relevant publications in Germany via interlibrary loan (0.50 € per order). The University of Kiel's library and the Hamburg State Library are in close proximity and can be used if necessary. At ZHB, students also find student work places and public computers.

Mensa: The Mensa is located in the centre of the Flensburg university campus. The bright interior is surrounded by generous window fronts and is an inviting meeting place between lectures. In the entrance area, the café lounge welcomes students with fresh baguettes, pastries, various drinks and organic Fairtrade coffee specialities.

University sports: The EUF Sports Centre (Hochschulsport) has a wide range of sports offers (team, group, individual) free for students. It runs some 200 courses per week and also hosts the fitness club Campus Fitness.

Campusbad: Campusbad Flensburg has a huge pool, a sports area, a fun area and a large sauna world on more than 5,000 square metres and is one of the most popular leisure addresses in Schleswig-Holstein.

Student Association: The Student Association (AStA) is the body in which students organise and self-advocate. Students can seek support or get involved. TES/ETE students have active and passive voting rights for the AStA.

International Center: The International Center coordinates and realises international cooperations, student exchange and actions for internationalisation at home, in particular for the integration of foreign students.

Language Center: The Language Center is the central contact point for all students and staff of EUF who are interested in learning foreign languages. In addition to language courses in

many different languages during the semester, they offer intensive courses during the semester break and other opportunities for language learning (language tandem exchange, language learning advice, language coaching). Participation in the language courses is free of charge.

Service Centre for Examination Matters: The Service Centre for Examination Matters (SPA) provides advice and information on matters relating to courses, examinations and attestations. It also hosts the student secretariat, which is the students' contact point for all study related issues. Additionally, it will coordinate the exchange of student data and transcripts with the partner universities.

Center for Information and Media Technologies: The Center for Information and Media Technologies (ZIMT) is the central point of contact for all questions and problems related to information and media technology. In addition to offering all sorts of services and support for students, it also lends equipment to students.

CampusCareer: CampusCareer supports and advises students regarding job applications, internships and career choices.

Campelle: Campelle is the name of the small chapel, which is both an ecumenical place of silence and meeting for all students and staff of the universities, as well as the home of the Lutheran and catholic church communities ESG (Ev. Studierendengemeinde) and KHG (Katholische Hochschulgemeinde).

Centre for Continuing Academic Education: Continuing education and training for lecturers at the EUF is offered by the Centre for Continuing Academic Education (Zentrum für wissenschaftliche Weiterbildung, ZWW). Lecturers in all degree programmes at EUF can participate in the continuing education courses on didactics for university teaching. As a rule, target agreements with newly appointed professors include participation in such courses, unless they have already attended such classes elsewhere.

UNISTRA

Classes take place on the campus *Esplanade*, located a 15-minute walk from Strasbourg city centre. Several tram and bus lines serve this campus, allowing an easy and fast connection with the train station, university halls and European institutions.

Bibliothèques/Libraries: The library network is formed both by a few large multidisciplinary libraries located at and around campus (for example l'*Alinéa*, le *Studium*, la *Bibliothèque nationale universitaire/BNUS*), and by several specialised libraries, located in the faculties: la *Bibliothèque des langues*, la *Bibliothèque du Portique* (French language and literature, cinema, philosophy), la *Bibliothèque des sciences sociales*, etc. A single consultation and ordering platform combines all the catalogues, including virtual resources (online articles, eBooks, open science etc.).

Studium: The *Studium* (opening: spring 2022) is both a learning centre and a student house. In an innovative way, it meets the different needs and expectations of the university community: formal and informal learning, documentation, experiments, collaborations, sociability, digital transformation, resources for educational innovation. The complex houses a next generation multidisciplinary university library, the University Life Service (SVU), the Strasbourg University Press (PUS) and the Regional Scientific and Technical Information Training Unit (*Urfist*).

Restaurants universitaires/University restaurants: Students on the campus *Esplanade* can use three university restaurants (*Resto'U* or *RU*) which are named *Gallia*, *Esplanade* and *Paul-Appell*. All kinds of meals are served there, from sandwiches to full platter, including fast food and cafeteria, in a variety of atmospheres and culinary cultures. These restaurants are organised in modular rooms or spaces for conviviality; some are open in the evening and on Sundays.

Centre Sportif Universitaire/University Sports Centre: The University Sports Centre (CSU) has three gymnasiums, a climbing wall and five rooms specialising in multi-activities, martial arts, dance, relaxation, weight and cardio training. The Sports Department regularly offers horseback riding, regattas on the Plobsheim lake, hikes in the Vosges etc. Close to the campus the municipal swimming pool (Boulevard de la Victoire) can be found, with pools, bathrooms, public showers and Roman baths.

Amicale des étudiants/Student Association: The student association "AmLet" (*Amicale des Lettres*), contributes to student life within the faculty and supports the integration of newly arrived students. The club organises cultural outings, festive evenings, book fairs etc. It has a room in the premises of the faculty, where it welcomes its members.

Maison Universitaire Internationale (MUI): Located in proximity of the central campus, the *Maison Universitaire Internationale* (MUI) brings together services dedicated to welcoming students and researchers from abroad, offering personalised support regarding administrative procedures, the arrival in France and the stay in Strasbourg. At the start of each semester, a programme of cultural activities and city tours is offered, including the discovery of the emblematic Strasbourg cathedral, the European Parliament and the secrets of the Petite France district. Throughout the year, many events are organised at the MUI, for example exhibitions, themed meals and evenings.

Centres de ressources en langues (CRL)/Language resource centres: No less than six language resource centres (CRL) are located on the campus *Esplanade*. Students can complete their language courses there, prepare to continue studying in a non-native language, prepare for a stay abroad, or discover one or more new languages. UNISTRA's language centres offer resources and activities in 28 languages, including French as a Foreign Language (FFL). Students are welcome to play, read, watch films, chat, study alone or in groups, participate in workshops or courses. Language learning at home is possible via the platform relais.unistra.fr.

Espace Avenir: *Espace Avenir* is the university information, guidance and professional integration service of the University of Strasbourg. The service informs and advises high school pupils, students and people resuming their studies in the design of their training paths and in their search for internship and employment. *Espace Avenir* organises events (forums, meetings etc.), designs, develops and runs teaching units and training courses for students, teachers and staff in secondary and higher education.

Aumônerie universitaire/Chaplaincy: The Protestant University Chaplaincy (*Aumônerie Universitaire Protestante* / AUP) and the Catholic University Chaplaincy (*Centre Bernanos*) welcome students at the campus *Esplanade* and offer time for reflection and debate, solidarity actions, celebrations etc.

Service de Santé Universitaire (SSU)/University Health Service: On the campus *Esplanade*, the university provides a University Health Service (SSU). Composed of a multidisciplinary team of doctors, nurses, psychologists and social workers, it is aimed at all students. Free medical consultations are offered there regarding sport, nutrition, support and monitoring of students with disabilities, smoking cessation etc. The SSU also offers free screening for HIV, hepatitis and other STIs as well as gynaecological consultations. It is also possible to make an appointment for nursing consultations connected to vaccinations, emergency care, advice for travellers, advice on balanced nutrition, stress management.

UMA

Malaga University's *Facultad de Filosofía y Letras* is located at the *Teatinos Campus* which is the biggest educational cluster in the city of Malaga. This guarantees students access to the following facilities:

Malaga University General Library: This iconic building is situated at the very heart of the *Teatinos Campus* and opposite the *Facultad de Filosofía y Letras* building cluster. This library holds about 80,000 volumes, more than 2,000 printed academic journals, 400,000 e-books and almost 80,000 e-journals. It also manages the *Academia Malagueña de las Ciencias* library and the different bibliographic donations that the institution receives. The Library also offers more than 500 reading stations and several open access computers. Additionally, the faculty has its own specialised library, holding more than 170,000 volumes and more than 1,500 academic journals. If necessary, students can additionally make use of inter-library loan.

Malaga University Sports Centre: Situated within walking distance from the *Facultad de Filosofia y Letras* building cluster, the Malaga University sports centre offers a wide variety of both open air and indoor activities for both students and staff. The Sports Centre holds an in-door pool, several gymnasiums, squash courts and indoor basketball and football courts. The outdoor facilities include tennis and paddle tennis courts, an athletic field and a Rugby field. These facilities are used both for organised university sports and for the individual or collective use of the University community.

University Hospital: The University Hospital, run by the Regional Health Service, is one of the main hospitals providing health services to the Malaga city and province. The Malaga University medicine students complete their internship rounds there and it is situated within walking distance of the *Facultad de Filosofia y Letras* building cluster. Its medical services are open to the Malaga University community.

Malaga University Culture and Arts Centre (*Contenedor Cultural*): Also situated within walking distance from the *Facultad de Filosofia y Letras* building cluster, the University Culture and Arts Centre offers a wide variety of activities (audiovisual, musical or performative) that are organised by students for students.

Malaga University Student Office: This office, also situated in the close vicinity of the *Facultad de Filosofia y Letras* building cluster, offers information and orientation to the Malaga University Student community.

Welcome to UMA: The Malaga University International Office offers information and orientation to international students through an integrated service named "Welcome to UMA". Through it, International students can find accommodation, participate in the Malaga University "Buddy Programme" and other activities.

Link by UMA: Link by UMA is a programme through which the institution interacts with the business world in order to promote innovation, creativity and entrepreneurship. It is an innovation hub which connects the different actors involved in an entrepreneurial ecosystem. Students can participate in any of the different activities organised in the UMA "Green Ray" facilities and organise their internships with or through them.

Additionally, TES/ETE students are also welcome to make use of the facilities of the *Facultad de Filosofia y Letras*. The faculty has 27 classrooms of different capacities, three computer rooms and three language laboratories. The *Facultad de Filosofia y Letras* also provides bar and restaurant services to students and staff. Students can benefit from reduced "menu" prices which are established by the University for all its catering facilities.

8. Transparency and Documentation

The consortium aims to make all information and documentation pertaining to the study programme easily accessible. At the partner universities' websites prospective students will find all relevant information concerning:

- admission requirements
- application and selection procedures and deadlines
- study plans and learning outcomes
- qualification and degree awarded
- student experience and employment prospects

The central coordination office at EUF supports all partner institutions in providing correct and up-to date information through their student advisory services and on their websites. Additionally, a joint website will be set up as a central resource for the joint degree (e.g. www.transcultural-europe.org). Prospective students are also encouraged to contact the programme coordinator and lecturers at the university where they intend to start their studies in order to discuss all questions relevant to the programme.

At the beginning of their studies, students are provided with all central information about the programme during an orientation week and can network with their fellow students, including those from previous cohorts. On the one hand this will take place locally and on site, and on the other hand via digital meetings with first-year students from the other locations (for more details, see also chapter 6).

Students will find all non-public documents and information relevant for their studies embedded in their learning platforms and in closed sections on the programme website, i.e.

- individual module handbooks
- study and examination regulations
- examination and assessment procedures
- support structure and contact details.

The joint website will also include a platform allowing students to share experiences, to support each other organising their mobility (accommodation/room exchange) and internship placements and related issues.

In addition, a multilingual study handbook containing all relevant information and answers to FAQs will be made available. Regarding all communication and documentation, the consortium has a low barrier policy. If possible, documents are barrier-free; the programme's website uses a tool providing all central information as audio versions.

Communication

The TES/ETE programme will be embedded in a double communication strategy consisting of a joint international presentation of the programme and of the participating universities in English, French, Spanish and German on the one hand and individual campaigns in France, Spain and Germany on the other.

The programme is accessible for students from all parts of the world. A special demand is expected among applicants from countries in which the languages Spanish, French and German are spoken. The core target group are prospective students with special language skills who are interested in and willing to further develop these language skills during their studies, who are mobile and particularly flexible and self-organised, who are open to enhancing their intercultural and transcultural experiences and skills on an academic and organisational/administrative level.

The programme communication aims to

- make the study programme known internationally,
- establish the study programme in the long term,
- further raise the profile of each of the three universities and support individual goals of Europeanisation and internationalisation,
- awaken the desire to live the European idea, to transport the idea of transcultural academic life and work.

The exact communication concept will be coordinated between the partners in preparation of the first call for applications. The media planning will also be adapted to a target group that absorbs information digitally, mobile and quickly and participates in the distribution of this information as an active part of an editorial society. The communication is designed in four languages. The design realisation aims to combine three visual cultural circles.

The following formats of cooperation between the partner universities are planned initially:

- One or more workshops on transcultural communication: The aim is to develop and express the commonalities in diversity already in the design of strategic communication. To jointly develop identity-creating measures and visual brackets as a basis for further design. To this end, the teams of the university communications of the participating universities will enter into an exchange on the requirements and expectations of the communication of the study programme under the respective national aspects
- Joint website and other digital formats: The study programme is communicated jointly on a website (e.g. www.transnational-europe.org) in a lively and versatile way in four languages. Here, the degree programme is constantly presented in an up-to-date way, for example via a blog in which students present their experiences in the

degree programme, share their own content such as films or content from their curricula. Among other things, ad formats in online media, which are specifically targeted to prospective students, lead them to this website and the study programme

- Digital – International – national: TES/ETE is communicated on relevant national and international platforms such as the DAAD International Programmes database. Flanked with digital advertisements on portals for potential students who are particularly interested in gaining experience abroad during their studies. In addition, the degree programme will be advertised extensively within the framework of the Franco-German University. Regional institutions such as the *Instituts français*, *Goethe Institute*, *Instituto Cervantes*, as well as schools specialised in languages and Europe, can be used regionally for information about the study programmes
- Social Media: Content for the partners' existing channels is shared and developed jointly
- Press and public relations work: Contemporary press formats will draw attention to the study programme in a national and international context. The introductory phase in particular offers opportunities for high-profile events. These could also be digitally broadcast simultaneously in all partner universities and communicated worldwide

9. Quality Assurance

In accordance with the ESG, the institutions have agreed upon joint and individual policies and processes regarding quality assurance. Quality assurance in the TES/ETE programme will be implemented through its joint bodies, i.e. the Programme Committee and the Joint Examination Committee as well as the local programme coordinators and academic coordinators in cooperation with the relevant local quality assurance management units. Based on the partners' procedures for national institutional quality assurance, the Programme Committee – including two student representatives – develops joint quality assurance mechanisms and measures to ensure the maintenance of quality standards (cf. CA § 13, Annex # 2). Internal measures contributing to monitoring and maintaining quality standards include

a. Annual meetings of staff from all partner universities involved in the teaching of the joint degree (can be done by video conference)
b. Written course evaluations per semester, focusing on organisational, administrative and academic aspects of the teaching
c. Programme conferences
d. Quality development reports
e. Complementary local measures (see below)

Programme conferences will be organised regularly (at least every three years, first at the end of the first cohort's first year of study) by the programme coordinators at EUF, UNISTRA and UMA. Here teachers and students discuss short and medium-term further development of the programme on the basis of the first experiences as well as the results of programme specific course evaluation feedback; special attention is given to the student-centred learning process, the attainability of the intended learning outcomes and the consistent application of joint assessment standards. The academic coordinators at the three universities play an important hinge function in the communication between students, teachers and programme coordinators.

Based on programme conferences, staff meetings, course evaluation feedback and implemented improvements, each year, the Programme Committee provides the partner universities with a quality development report. The report details measures to be taken jointly or at a specific partner university in order to maintain or improve the programme quality. The responsibility for monitoring the implementation of quality improvements based on evaluation results lies with the relevant partner university, but is monitored by the relevant programme coordinator who reports to the Programme Committee.

Jointly operated internal quality assurance mechanisms are complemented by quality assurance measures and legal quality assurance frameworks implemented at the individual partner

institutions. The various actors (e.g. quality assurance management or state or federal agencies) will, if necessary, also be included in discussing and implementing quality improvements in the TES/ETE programme.

Quality assurance at the partner universities

EUF

At EUF study programmes are further developed and adapted to experience on the basis of various continuous feedback formats from students and lecturers (see also Annex # 9a). The regular course evaluations are supplemented by oral reflection discussions between students and lecturers in individual courses at the end of the semester. If necessary, evaluation results lead to appropriate changes, e.g. in didactic-methodological terms, with regard to subject content or workload distribution. Based on the relevant regulations, the course feedback is so far communicated only to the relevant teacher. While it is intended at EUF to change this and to bring the results to the attention of the deans of studies, teachers in the TES/ETE programme will either way be asked to share programme-specific insights with the coordinators.

Another important control instrument is the student statistics, from which central key figures can be taken (average study period, success rates etc.). These are made available on request by the EUF's Higher Education Controlling in the form of a spreadsheet at degree programme level.

UNISTRA

UNISTRA has set up a three-stage quality assessment system (see also Annex # 9b):

1. Evaluation of the course, through electronic questionnaires sent to students
2. Evaluation of the classes, by questionnaires developed by the teachers themselves according to their own context
3. Evaluation of the degree, supported by the coordinating teams (teaching and administrative staff, student representatives, external partner)

In each faculty, a Quality Advisor supervises these operations, then collects and disseminates the results. In addition, all degrees offered by French universities are assessed by the national evaluation agency HCERES every four years.

UMA

UMA has developed a system in order to control the quality of its studies[10] (see also Annex # 9c). The institution follows the quality assurance processes established by the national and regional education system for public universities. In this way, every four academic years all degree and master courses are evaluated by the *Dirección General de Evaluación* of the *Junta*

[10] Cf. https://www.uma.es/calidad/

de Andalucía (Andalusian regional government) in order to identify their quality and locate areas for improvement in their implementation. In this way, a report is drafted that addresses the following items:

1. Public information (pieces of evidence should be provided in order to explain how the degree in question offers information both to students and society in general)
2. Information about the quality assurance processes established for the degree
3. Design, organisation and development of the study programme
4. Teaching staff: numbers and level of qualification
5. Infrastructure, services and resources for the right development of the degree
6. Learning processes results
7. Satisfaction indexes and efficiency of the study programme

In addition, the degree quality assurance coordinator issues a report to the *Facultad de Filosofía y Letras* quality authorities once per academic year in which certain established indexes, the objectives and the level of implementation of the actions compromised (by students, teachers or others) the previous year, and an identification of the new objectives and new actions to be developed in the following academic year are addressed.[11]

External quality assurance

Deutsch-Französische Hochschule (DFH)

The programme coordinators are currently applying for funding by DFH and considers the evaluation process an important external quality assurance measure. By applying for funding, the programme is also committed to DFH's quality criteria. In case of funding, DFH annually reviews factual reports by the Programme Committee and student reports[12]. At each review, an overview of student flows and double degree holders is also compiled.

In the student reports, students comment on the preparation for their stay in partner countries as well as on the supervision at the partner universities, on language preparation and on the process and conditions of study and examinations at the partner universities, on study financing, on culturally added value and on measures for integration into the labour market. The student reports are completed at different points in the study programme: at enrolment, at re-registration after the stay in a partner country and finally as part of the final report at the end of the study programme. The student reports are included in the administrative evaluation of the study programmes and the results are sent to the Programme Committee, who can comment on them if they wish.

[11] See https://www.uma.es/facultad-de-filosofia-y-letras/cms/base/ver/base/basecontent/42220/calidad

[12] For details see https://www.dfh-ufa.org/informationen-fuer/hochschulen/evaluation/evaluation-scharta-zur-qualitaetssicherung-von-studiengaengen-unf-foerderprogrammen-fuer-nachwuchswissenschaftler/e-qualitaetssicherung-an-der-dfh/e-i-qualitaetssicherung-von-studiengaengen

In the annual factual report, details are given about student selection, dropouts, the number of graduates as well as student support, specific events that demonstrate the multinational character of the programme and development perspectives for the programme. The report is systematically evaluated by DFH. The evaluations and reports are made available to DFH reviewers. Particular attention is paid to dropouts, especially if the dropout rate is too high or a dropout is due to a serious deficiency in the degree programme.

In rare cases, the DFH reserves the right to conduct a site inspection as part of the review process at the suggestion of the Academic Advisory Board. The aim of the on-site visit is to enter into personal dialogue with the partner higher education institutions, to check compliance with the quality criteria on site and to flank the further development of the Franco-German cooperation in question.

International Advisory Board

The consortium also envisages, once the programme has been launched, to establish an international advisory board consisting of experts in the field, professionals and alumni. The board meets every two years (ideally in connection with one of the student conferences) to initiate an audit. For this purpose, it will also receive the Programme Committee's quality development reports. Its focus will be on the overall attractiveness and topicality of the programme and the graduates' employability.

Annexes

ANNEXES

Annex # 1 Documents supporting the legal status of the partner institutions

a) *Rechtsform und Vertretungsverhältnisse der Europa-Universität Flensburg*
b) *Décret no 2008-787 du 18 août 2008 portant création de l'université de Strasbourg*
c) *Decreto 2566/1972, de 18 de agosto, por el que se crean las Universidades de Cordoba, Málaga y Santander*

Annex # 2 Joint Degree Agreement between Europa-Universität Flensburg (EUF), Université de Strasbourg (UNISTRA) and Universidad de Málaga (UMA)

Annex # 3 Documents supporting each partner's legal basis for the participation in the joint programmes and the joint degree awarding rights

a) *Gesetz über die Hochschulen und das Universitätsklinikum Schleswig-Holstein (Hochschulgesetz - HSG) in der Fassung vom 5. Februar 2016*
b) *Code de l'éducation, Article D613-20*
c) *Confirmation letter by Miguel Porras Fernández, Secretario General de la Universidad de Málaga*

Annex # 4 List of intended learning outcomes, including the matrix of alignment with the FQ-EHEA and the applicable national qualifications frameworks

Annex # 5 Module handbook (Course syllabi of all partners)

Annex # 6 Structure of the curriculum: Model study plans

Annex # 7 Study and Examination regulations and other relevant regulations

a) *Joint Study and Examination Regulations Framework (JSER), including regulations on admission requirements and selection procedures, procedure for recognition of qualifications and students' assessments*
b) *EUF: Prüfungs- und Studienordnung (Satzung) der Europa-Universität Flensburg für den Studiengang Transcultural European Studies: Languages, Cultures, Interactions (Study and Examination Regulations)*
c) *Satzung über den Nachweis von Fremdsprachenkenntnissen oder von einer praktischen Tätigkeit (Studienqualifikationssatzung) der Europa-Universität Flensburg (Statutes on the Proof of Foreign Language Skills or of a Practical Activity)*

d) *UNISTRA: Règlement des études et de la scolarité en Licence et en Master pour l'année universitaire 2021-2022 (Regulations for studies and tuition in the Bachelor's and Master's programmes for the academic year 2021-2022)*
e) *UMA: Normas reguladoras del progreso y la permanencia de los estudiantes en estudios de Grado y Master (Rules governing the progress and continuance of students in Bachelor's and Master's degree studies)*
f) *UMA: Normativa reguladora de los procesos de evaluación de los aprendizajes (Regulations governing the process of assessment of learning)*

Annex # 8 Academic staff CVs

Annex # 9 Relevant documents constituting internal quality assurance system

a) *Evaluationssatzung der Universität Flensburg vom 18. November 2010*
b) *Dispositif d'évaluation des formations et des enseignements par les étudiants à l'Université de Strasbourg. Cadre de reference (CFVU de 12 mai 2020)*
c) *Manual sobre organización y gestión de la calidad en la Universidad de Málaga*

Annex # 10 Diploma supplement (sample)

Annex # 11 Programme and Consortium governance (diagram)

Annex # 1

a) Rechtsform und Vertretungsverhältnisse der Europa-Universität Flensburg

b) Décret no 2008-787 du 18 août 2008 portant création de l'université de Strasbourg

c) Decreto 2566/1972, de 18 de agosto, por el que se crean las Universidades de Cordoba, Málaga y Santander

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Université de Strasbourg

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Flensburg, 14. November 2016

Rechtsform und Vertretungsverhältnisse der Europa-Universität Flensburg

Gemäß der §§ 1 und 2 des "Gesetzes über die Hochschulen und das Universitätsklinikum Schleswig-Holstein" (Hochschulgesetz S-H) ist die Europa-Universität Flensburg errichtet als eine staatliche Hochschule des Bundeslandes Schleswig-Holstein.

Die Rechtsform der Europa-Universität Flensburg ist gemäß § 2 Abs. 1 S. 2 HSG die einer rechtsfähige Körperschaft des öffentlichen Rechts. Sie wird nach außen vertreten durch den Präsidenten, Prof. Dr. Werner Reinhart (§ 23 Abs. 1 1. Halbsatz HSG).

Details of the Legal Status of the Europa-Universität Flensburg

According to Section 1 and 2 of the German "Gesetz über die Hochschulen und das Universitätsklinikum Schleswig-Holstein" (university law), the Europa-Universität Flensburg is a public university of Schleswig-Holstein, a federal state of the Federal Republic of Germany.

The public Europa-Universität Flensburg is erected by the above mentioned law.

Our legal status is a "Körperschaft des öffentlichen Rechts" (corporation under public law).

Heike v. A.

Décrets, arrêtés, circulaires

TEXTES GÉNÉRAUX

MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA RECHERCHE

Décret n° 2008-787 du 18 août 2008 portant création de l'université de Strasbourg

NOR : *ESRS0814598D*

Le Premier ministre,

Sur le rapport de la ministre de l'enseignement supérieur et de la recherche,

Vu le code de l'éducation, notamment son article L. 711-1 ;

Vu le décret n° 85-59 du 18 janvier 1985 modifié fixant les conditions d'exercice du droit de suffrage, la composition des collèges électoraux et les modalités d'assimilation et d'équivalence de niveau pour la représentation des personnels et des étudiants aux conseils des établissements publics à caractère scientifique, culturel et professionnel ainsi que les modalités de recours contre les élections ;

Vu le décret n° 94-39 du 14 janvier 1994 modifié relatif au budget et au régime financier des établissements publics à caractère scientifique, culturel et professionnel ;

Vu le décret n° 2000-250 du 15 mars 2000 modifié portant classification d'établissements publics à caractère scientifique, culturel et professionnel ;

Vu les avis des comités techniques paritaires des universités Strasbourg-I, Strasbourg-II et Strasbourg-III en date du 9 juin 2008 ;

Vu les délibérations des conseils d'administration des universités Strasbourg-I, Strasbourg-II et Strasbourg-III en date du 26 février 2008 ;

Vu l'avis du Conseil national de l'enseignement supérieur et de la recherche en date du 16 juin 2008,

Décrète :

Art. 1er. – L'université de Strasbourg est un établissement public à caractère scientifique, culturel et professionnel soumis aux dispositions du code de l'éducation et des textes pris pour son application.

Art. 2. – L'université de Strasbourg assure l'ensemble des activités exercées par les universités Strasbourg-I, Strasbourg-II et Strasbourg-III qu'elle regroupe.

Les biens, droits et obligations, y compris les contrats des personnels, des universités Strasbourg-I, Strasbourg-II et Strasbourg-III sont transférés à l'université de Strasbourg.

Les fonctionnaires précédemment affectés dans ces établissements sont affectés à l'université de Strasbourg.

Les étudiants inscrits dans les universités Strasbourg-I, Strasbourg-II et Strasbourg-III sont inscrits à l'université de Strasbourg.

Art. 3. – L'université de Strasbourg est autorisée à recevoir des biens, droits et obligations du groupement d'intérêt public dénommé « Pôle universitaire européen de Strasbourg ». Cette transmission est opérée de plein droit à la date d'effet de la dissolution de ce groupement.

Art. 4. – Il est institué au sein de l'université de Strasbourg une assemblée constitutive provisoire constituée des membres des conseils d'administration respectifs des universités Strasbourg-I, Strasbourg-II et Strasbourg-III. Les présidents en exercice des universités Strasbourg-I, Strasbourg-II et Strasbourg-III sont membres de droit de l'assemblée constitutive provisoire.

Cette assemblée exerce, jusqu'à l'installation du conseil d'administration prévu à l'article L. 712-3 du code de l'éducation, les compétences de ce conseil.

Elle adopte, dans les conditions prévues à l'article L. 711-7 du code de l'éducation, les statuts de l'établissement, qui sont transmis au ministre chargé de l'enseignement supérieur, dans le délai de trois mois à compter de la publication du présent décret.

Si les statuts de l'université de Strasbourg ne sont pas adoptés dans ce délai, ils sont arrêtés par le ministre chargé de l'enseignement supérieur.

Art. 5. – Jusqu'à l'élection du président de l'université de Strasbourg dans les conditions prévues à l'article L. 712-2 du code de l'éducation, la présidence de l'établissement est assurée par un administrateur provisoire, nommé par le recteur de l'académie de Strasbourg, chancelier des universités. L'administrateur provisoire exerce les compétences attribuées au président d'université par le même article.

Il convoque et préside l'assemblée constitutive provisoire et organise avant le 31 décembre 2008 les élections aux différents conseils de l'établissement. Sont électeurs et éligibles, dans les conditions fixées par le décret du 18 janvier 1985 susvisé, les personnels et les usagers des universités Strasbourg-I, Strasbourg-II et Strasbourg-III.

Il constitue une commission chargée de l'élaboration des statuts de l'université de Strasbourg et comprenant à parité des membres des conseils d'administration respectifs des universités Strasbourg-I, Strasbourg-II et Strasbourg-III.

Art. 6. – Les conseils et les directeurs des composantes et des services communs des universités Strasbourg-I, Strasbourg-II et Strasbourg-III demeurent en fonction et continuent d'exercer leurs compétences jusqu'à l'installation des nouveaux conseils et la nomination ou l'élection des nouveaux directeurs des composantes et des services communs de l'université de Strasbourg mentionnés aux articles L. 713-1, L. 713-3, L. 713-9, L. 714-1 et L. 714-2 du code de l'éducation.

Art. 7. – Les comptes financiers des universités Strasbourg-I, Strasbourg-II et Strasbourg-III relatifs à l'exercice 2008 sont respectivement établis par les agents comptables en fonction lors de la suppression de chaque université. Ils sont approuvés par le conseil d'administration de l'université de Strasbourg.

L'assemblée constitutive provisoire adopte, pour l'année 2009, le budget de l'université de Strasbourg préparé par l'administrateur provisoire.

Art. 8. – L'article 1er du décret du 15 mars 2000 susvisé est modifié comme suit :

I. – Dans la rubrique 1. Universités, après le mot : « Saint-Etienne. » est ajouté le mot : « Strasbourg. ».

II. – Dans la rubrique 1. Universités, sont supprimés les mots : « Strasbourg-I. », « Strasbourg-II. » et « Strasbourg-III. ».

Art. 9. – Sont abrogés :

– le décret n° 69-1083 du 28 novembre 1969 relatif aux élections à l'assemblée constitutive provisoire de l'université de Strasbourg-I ;
– le décret n° 69-1084 du 28 novembre 1969 relatif aux élections à l'assemblée constitutive provisoire de l'université de Strasbourg-III ;
– le décret n° 69-1257 du 18 décembre 1969 relatif aux élections à l'assemblée constitutive provisoire de l'université de Strasbourg-II.

A l'article 1er du décret n° 70-1174 du 17 décembre 1970 portant érection en établissements publics à caractère scientifique et culturel d'universités et centres universitaires, les mots : « Strasbourg-I, », « Strasbourg-II, » et « Strasbourg-III, » sont supprimés.

Art. 10. – Les articles 2, 8-II et 9 entrent en vigueur le 1er janvier 2009.

Art. 11. – La ministre de l'enseignement supérieur et de la recherche et le ministre du budget, des comptes publics et de la fonction publique sont chargés, chacun en ce qui le concerne, de l'exécution du présent décret, qui sera publié au *Journal officiel* de la République française.

Fait à Paris, le 18 août 2008.

FRANÇOIS FILLON

Par le Premier ministre :

La ministre de l'enseignement supérieur et de la recherche,
VALÉRIE PÉCRESSE

Le ministre du budget, des comptes publics et de la fonction publique,
ERIC WOERTH

DECRETO 2566/1972, de 18 de agosto, por el que se crean las Universidades de Córdoba, Málaga y Santander.

Aprobado por Ley veintidós/mil novecientos setenta y dos, de diez de mayo, el III Plan de Desarrollo Económico y Social, en cuya disposición final cuarta, se dispuso en incremento y diversificación de los estudios superiores, con la creación de nuevas Universidades y la constitución de nuevas Facultades, Departamentos o Centros en las ya existentes, que serán dotadas adecuadamente, parece llegado el momento oportuno de proceder a desarrollar, en cierta medida y en relación con las necesidades sentidas en algunas regiones de España, la autorización concedida por la citada disposición final.

En virtud de la autorización conferida en la disposición final cuarta, de la Ley veintidós/mil novecientos setenta y dos, de diez de mayo, oída la Junta Nacional de Universidades, a propuesta del Ministro de Educación y Ciencia y previa deliberación del Consejo de Ministros en su reunión del día dieciocho de agosto de mil novecientos setenta y dos,

DISPONGO:

Artículo primero.—Se crea la Universidad de Córdoba, que constará inicialmente de la Facultad de Veterinaria y Escuela Técnica Superior de Ingenieros Agrónomos, integradas en la actualidad en la Universidad de Sevilla, y de la Facultad de Medicina, de nueva creación.

Artículo segundo.—Se crea la Universidad de Málaga, que constará inicialmente de la Facultad de Ciencias Económicas y Empresariales, integrada en la actualidad en la Universidad de Granada, y de la Facultad de Medicina, de nueva creación.

Artículo tercero.—Se crea la Universidad de Santander, que constará inicialmente de la Facultad de Ciencias y Escuela Técnica Superior de Ingenieros de Caminos, integradas en la actualidad en la Universidad de Valladolid, y de la Facultad de Medicina, de nueva creación.

Artículo cuarto.—El ámbito de los distritos universitarios de las Universidades que se crean por el presente Decreto corresponderá a sus respectivas provincias.

Artículo quinto.—Hasta tanto no sean nombrados los órganos de gobierno correspondientes con las formalidades establecidas en la legislación vigente, se crea una Comisión Gestora, que se encargará de las funciones docentes y administrativas precisas para la organización de las nuevas Universidades. Su Presidente, que habrá de ser Catedrático numerario de Universidad, será nombrado por el Ministro de Educación y Ciencia, quien designará además, a propuesta del titular de aquella dirección, los miembros que hayan de integrarla.

Artículo sexto.—Quedan autorizados los Ministros de Educación y Ciencia y Hacienda para dictar las disposiciones precisas para la aplicación de este Decreto.

Artículo séptimo.—El presente Decreto entrará en vigor al siguiente día de su publicación en el «Boletín Oficial del Estado».

Así lo dispongo por el presente Decreto, dado en La Coruña a dieciocho de agosto de mil novecientos setenta y dos.

FRANCISCO FRANCO

El Ministro de Educación y Ciencia,
JOSE LUIS VILLAR PALASI

MINISTERIO DE TRABAJO

ORDEN de 15 de septiembre de 1972 por la que se modifica el texto del artículo 53 del Estatuto de Personal del Instituto Español de Emigración.

Ilustrísimos señores:

Por Orden de 20 de diciembre de 1971, publicada en el «Boletín Oficial del Estado» de 13 de enero de 1972, fué aprobado el Estatuto de Personal del Instituto Español de Emigración, en cuyo artículo 53.2 se establecía que el Inspector Jefe y los Inspectores de Servicios tendrían nivel de Jefe de Sección. La aplicación y puesta en práctica de esta norma presenta dificultades, por no existir diferenciación de nivel entre el Inspector Jefe y los Inspectores de Servicios. Razones de jerarquización y funcionalidad aconsejan que el nivel del Inspector Jefe sea superior al de los Inspectores de Servicios, así como también parece más adecuado se denomine Inspector general el cargo de Jefatura, por ajustarse más estrictamente a las funciones y facultades que al mismo se atribuyen en la normativa reguladora de esta Inspección de Servicios.

En su virtud,

Este Ministerio ha tenido a bien disponer que el artículo 53 del Estatuto de Personal de dicho Organismo quede redactado en la siguiente forma:

«Artículo 53.1. Los Jefes de Sección, el Inspector general y los Inspectores de Servicios serán nombrados y cesados libremente por el Director general del Instituto entre funcionarios del Cuerpo Técnico o Cuerpo Técnico-Administrativo a extinguir.

2. El Inspector general tendrá nivel de Jefe de Sección y los Inspectores de Servicios el de Jefe de Negociado.»

Lo digo a VV. II. para su conocimiento y demás efectos.
Dios guarde a VV. II.
Madrid, 15 de septiembre de 1972.

DE LA FUENTE

Ilmos. Sres. Subsecretario de Trabajo y Director general del Instituto Español de Emigración.

RESOLUCION de la Dirección General de Trabajo por la que se aprueba el Convenio Colectivo Sindical, de ámbito interprovincial, para la Industria Azucarera, Sector Remolacha, Grupo B, y su personal.

Ilustrísimo señor:

Visto el Convenio Colectivo Sindical, de ámbito interprovincial, para la Industria Azucarera, Sector Remolacha, Grupo B, y su personal, y

Resultando que la Secretaría General de la Organización Sindical, con escrito de 31 de julio de 1972, ha remitido el texto del expresado Convenio, que fué suscrito por la Comisión Deliberante el día 5 del mismo mes, en unión de la documentación reglamentaria a que se refiere el artículo primero del Decreto-Ley 11/1969, de 9 de diciembre;

Resultando que el Convenio ha sido informado por la Subcomisión de Salarios y se le ha otorgado la conformidad por la Comisión Delegada del Gobierno para Asuntos Económicos en su reunión del día 14 de los corrientes;

Resultando que en la tramitación de este expediente se han observado las prescripciones reglamentarias;

Considerando que esta Dirección General es competente para resolver sobre lo acordado por las partes en dicho Convenio Colectivo Sindical, con arreglo a lo dispuesto en el artículo 13 de la Ley de 24 de abril de 1958, en relación con los artículos 19 al 22 del Reglamento de 22 de julio del mismo año;

Considerando que en el texto del Convenio no se advierte ninguna de las causas de ineficacia a que se refiere el artículo 20 del citado Reglamento de 22 de julio de 1958 para aplicación de la Ley de 24 de abril del propio año y que aquél es asimismo conforme con lo que determina el Decreto-Ley 22/1969, de 9 de diciembre, por el que se regula la política de salarios, rentas no salariales y precios;

Vistos los citados preceptos y demás aplicables,

Esta Dirección General resuelve:

Primero.—Aprobar el Convenio Colectivo Sindical, de ámbito interprovincial, para la Industria Azucarera, Sector Remolacha, Grupo B, y su personal, acordado el 5 de julio de 1972.

Segundo.—Comunicar esta Resolución a la Organización Sindical para su notificación a las partes, a las que hará saber, de acuerdo con el artículo 23 del Reglamento de Convenios Colectivos, modificado por Orden de 19 de noviembre de 1962, por tratarse de Resolución aprobatoria, no cabe recurso contra la misma en vía administrativa.

Tercero.—Disponer su publicación en el «Boletín Oficial del Estado».

Lo que digo a V. I. para su conocimiento.
Dios guarde a V. I.
Madrid, 15 de septiembre de 1972.—El Director general, Vicente Toro Ortí.

Ilmo. Sr. Secretario general de la Organización Sindical.

Annex # 2

Joint Degree Agreement between Europa-Universität Flensburg (EUF), Université de Strasbourg (UNISTRA) and Universidad de Málaga (UMA)

Europa-Universität Flensburg

Université de Strasbourg

Joint Degree Agreement

between

Europa-Universität Flensburg,

Université de Strasbourg

and

Universidad de Málaga

Europa-Universität Flensburg, located in Auf dem Campus 1, 24943 Flensburg, Germany, legally represented by its President Prof. Dr. Werner Reinhart,

Institut für Sprache, Literatur und Medien of Europa-Universität Flensburg,

– hereafter referred to as EUF –

Université de Strasbourg, 4 rue Blaise Pascal – CS 90032, 67081 Strasbourg Cedex, France, legally represented by its President, Prof. Michel Deneken,

Faculté des Langues and Faculté des Lettres of Université de Strasbourg

– hereafter referred to as UNISTRA –

and

Universidad de Málaga, located in Avda. Cervantes 2, 29071 Málaga, legally represented by its President, José Ángel Narváez Bueno,

Facultad de Filosofía y Letras of Universidad de Malaga,

– hereafter referred to as UMA –

hereafter referred to as "partner universities",

wishing to enhance cooperation between the three institutions and to implement an academic and cultural interchange in the areas of education and research, enter into this Agreement to implement a joint degree programme.

The partner universities have agreed to the following terms and conditions:

Draft

§ 1 Objectives

(1) The objective of the present Agreement is to define how the partner universities will cooperate from the academic year 2022 in order to implement the joint degree programme Bachelor Plus trinational *Transkulturelle Europastudien. Sprachen, Kulturen, Interaktionen (TES) / Études transculturelles européennes: langues, cultures, interactions (ETE) / Estudios transculturales europeos: lenguas, culturas, interacciones (ETE) /Transcultural European Studies: Languages, Cultures and Interactions (TES)* at Europa-Universität Flensburg, Université de Strasbourg and Universidad de Málaga. Subject to statutory rules and internal regulations of the partner universities, students completing their studies under the terms of this Agreement will be awarded the Joint Bachelor of Arts (240 ECTS) in *Transkulturelle Europastudien. Sprachen, Kulturen, Interaktionen / Licence trinationale en Études transculturelles européennes: langues, cultures, interactions* (180 ECTS) et Master 1 (maîtrise) mention Langues et sociétés parcours Plurilinguisme et interculturalité (240 ECTS) / Grado trinacional *Estudios transculturales europeos: lenguas, culturas, interacciones* (240 ECTS).
(2) The study programme, object of this Agreement, is implemented in observance of national laws and regulations in force in partners' universities countries.
(3) The partner universities are authorized to award a joint degree in an international joint study programme.
(4) The degree awarded provides graduates access to Master programmes, in France to Master M 2 (Master second year).

§ 2 Partners roles and responsibilities

(1) The overall coordination of the joint programme is conducted by EUF.
(2) EUF is furthermore responsible for the final processing and keeping the students' records.
(3) UNISTRA is responsible for issuing degree documents.
(4) Each partner institution contributes to marketing the joint degree programme.

§ 3 Programme coordination

(1) The academic units involved in this Agreement are Faculté des Langues and Faculté des Lettres at UNISTRA, the Facultad de Filosofía y Letras at UMA and the Institut für Sprache, Literatur und Medien at EUF.
(2) Each unit appoints at least one programme coordinator and an academic coordinator; the coordinators represent the study programme externally, they are responsible for the coordination of the study programme and they participate in student counselling and the selection of applicants. Any changes of responsibilities in this regard must be communicated to the partner universities immediately in writing.
As of the signing date of this Agreement, the programme coordinators are the following:
Anne Bandry-Scubbi, Dean of Faculté des langues, Jean-Paul Meyer, Dean of Faculté des lettres at UNISTRA,
Juan Antonio Perles Rochel, Dean of the Facultad de Filosofía y Letras, Sara Robles Ávila, Vice-Dean for Coordination and Strategic Planning and María Chantal Pérez Hernandez at UMA
Margot Brink, Cordula Neis and Hedwig Wagner, Professors at Institut für Sprache, Literatur und Medien at EUF.

§ 4 Cooperation mechanisms

(1) Decisions about the joint degree are made by the Programme Committee. All changes made by one of the partner universities concerning its contribution to the study programme have to be immediately communicated to and approved by the Programme Committee.

Draft

(2) The Programme Committee ensures the implementation of this cooperation Agreement and ensures and guarantees the quality of the curriculum.
(3) The Programme Committee has nine (9) members with voting power:
    a. one programme coordinator and one academic coordinator per partner university (6 members),
    b. one student representative per partner university (3 members).
    For a. and b. representatives must be elected by the respective universities.
(4) The Programme Committee meets at least once a year. By request of a partner university these meetings can also take place more often.
(5) In order to facilitate the selection of students, the Programme Committee may appoint a Selection and Admission Board, in which all partners are equally represented.
(6) All decisions pertaining to the study programme are compromise-based. If a compromise cannot be reached, decisions are taken by a majority, providing that representatives of all partner universities are involved, of the votes of the attendants with voting power. The Programme Committee takes decisions during meetings, video-conferences, or by means of email consultation.

§ 5 Student recruitment

(1) Admission numbers and application deadlines are agreed among the partner universities and made public in advance of the application process.
(2) Students apply to the university of their choice, which is also understood to be their preferred home university. Each university will follow the admission procedures set by their regional or national regulations.
(3) Students are selected according to academic merit (i.e. average grade calculation that takes in account the suitability of the subjects taken by the students). In addition, if regional or national regulations allow, the students can be selected by past work and extracurricular experiences, as well as by a demonstration of their motivation to participate (motivation letter in the language of the university applied to) and a documentation of sufficient language competences.
(4) Based on the criteria established under (3) a ranking list is established at each university. The partner institutions will inform each other about these lists and about the final admission decisions.
(5) There are two admission rounds. After completion of the first round, a second round is offered to students who did not receive a place at their university of choice. In this second round, students can therefore also apply for another location/university, provided they fulfil all admission criteria.
(6) The university admitting the student to the study programme is considered his/her home university.

§ 6 Enrolment

(1) Students must be enrolled or registered at all three partner universities simultaneously and throughout the study programme. If the programme is funded by UFA/DFA, students must be enrolled at UFA/DFH as well and will not be charged with enrolment fees to UFA/DFH.
(2) Students must enrol or register according to the relevant rules of each of the three partner universities. The partner universities endeavour to make a simplified enrolment procedure possible by mutual agreement.
(3) Enrolment fees and any associated fees, e.g. for a semester ticket, are – if possible according to the national regulations – only charged by the university at which the student actually performs his/her studies in the relevant semester.

Draft

(4) The partner institutions agree to waive tuition fees, if applicable, for students from the other partner institutions enrolled in the study programme.
(5) It is agreed that students respect the host university's insurance regulations throughout their studies.

§ 7 Programme structure

(1) The joint study plan (240 ECTS/8 semesters) is agreed upon by the Programme Committee and approved by the corresponding bodies of the partner universities. Since the integrated study programme aims to offer students an optimally coordinated study programme, the partner universities undertake to make changes to their contribution to the study programme only in consultation with the partner universities.
(2) Each student participating in the programme shall study at least one full academic year at each of the partner universities.
(3) Students are required to inform the relevant programme coordinator by the end of the first semester (i.e. end of March) of their preferred mobility plan for study year 2 and study year 3. If not all the students' choices can be accommodated, the Programme Committee decides based on transparent and fair criteria.
(4) The study plan and the respective module manuals and study regulations shall be made available in updated form at the participating universities' websites and the programme website. Students must be informed of the mandatory nature of mobility periods integrated into this programme.
(5) All partner universities guarantee that the students are able to take courses relevant for their studies. If changing institutional or legal regulations imply a unilateral amendment of the study plan the parties have to consult swiftly in order to reach a common understanding.

§ 8 Student mobility

(1) The students participating in the joint programme will benefit from all the services offered by the host universities.
(2) Each institution will offer the students participating in the study programme, via their international offices or student counselling units, any information they may deem necessary to facilitate the integration of the students both to local and academic life of the different countries participating in the programme.
(3) Non-European Union resident students will have to comply with the regulations of the three hosting countries.

§ 9 Study and examination regulations

(1) A Joint Study and Examination Regulations Framework (JSER) is agreed upon by the Programme Committee and implemented, where possible, at the partner universities through the relevant study regulations, examination regulations, admission regulations and other regulations. The JSER provides a joint framework for the regulation of examinations and the assessment of students of the degree programme, including joint agreements on the order of examinations, assessment methods and criteria, grading, a joint conversion table for grades, access to information on grading, resits and re-assessments, functional disorders and handicaps, unfair practice and fraud.
(2) In all matters which are not regulated in the JSER, the regulations of the university hosting a student shall apply.

Draft

§ 10 Academic calendar

Partners agree to make provisions preventing frictions between the three institutions' academic calendars.

§ 11 Degree awarding

(1) Upon completion of the requirements according to the study plan (240 ECTS), a joint degree is issued bearing the date of the last examination.
(2) The certificate lists the overall grade, which is the average of all graded performances weighted by ECTS credits. It bears the signatures of the three university presidents.
(3) The student also receives a joint transcript of records from the partner universities, which reflects the individual academic achievements (Transcript of Records of the 240 ECTS credits) and information regarding equivalent degrees in the participating countries. In addition, the student is given a Diploma Supplement in English listing the added value of the course of study. If UFA/DFH sponsors the study programme, it is invited also to sign the Diploma Supplement.
(4) All degree documents will be issued in French, German, Spanish and English by UNISTRA according to the French legal forms: Diploma supplement & K1-K2 trinational diploma.

§ 12 Exit option; Licence Certificate

(1) After the successful completion of three years of study, a Licence Certificate of Completion (180 ECTS) can be issued by UNISTRA at the student's request. This applies to all students, regardless of where they are at the end of the third year of study. The Licence Certificate must be clearly distinguishable from the Bachelor Plus certificate.
(2) The partner universities also have connectable degree programmes for those students who wish to change subjects before graduation.

§ 13 Quality assurance and evaluation

(1) All partner universities base the partnership on experiences from previous and other international partnerships and joint programmes. Before leaving their home institutions, the students are informed about the support and contact persons at the partner institutions. Should a student encounter any problems during their stay at a partner institution, the respective coordinator also informs the counterpart at the home university. In addition, information about any changes to the status of students are immediately communicated by the programme coordinators.
(2) Based on the partners' procedures for national institutional quality assurance, the Programme Committee develops joint quality assurance mechanisms and measures to ensure the maintenance of high quality standards. Measures contributing to monitoring and maintaining quality standards include
    a. Annual meetings of staff from all partner universities involved in the teaching of the joint degree (if necessary by video conference)
    b. Semesterly course evaluations, focusing both organisational and academic aspects of the programme
(3) Annually, the Programme Committee provides the partner universities with a quality development report. The report details measures to be taken jointly or at a specific partner university in order to maintain or improve the programme quality.
(4) Each partner university is responsible for monitoring the implementation of quality improvements based on evaluation results.

Draft

(5) Given the importance of the recognition of the degree, the relevant national authorities are to be involved in the process of quality control.
(6) A comprehensive assessment regarding the implementation of this Agreement is carried out by the Programme Committee within eighteen months prior to the end of the cooperation and sent to the partner universities. This assessment will be taken into account when deciding whether or not to continue the cooperation.
(7) Complaints are handled by the Programme Committee in consultation with the student representatives according to JSER. If problems cannot be solved within this framework the national regulations of the respective partner university shall apply.

§ 14 Promotion of the Programme

(1) The partner universities agree to use their name and logo on all promotional material, programme literature and other documents related to the programme.
(2) Promotion of the programme is overseen by the Programme Committee, which validates the contents of any communication document, including information published on the partner universities' websites.

§ 15 Université franco-allemande/Deutsch-Französische Hochschule

EUF and UNISTRA will jointly apply for the three partner universities for funding by Université franco-allemande/Deutsch-Französische Hochschule (UFA/DFH).

§ 16 Finances

(1) Each partner university bears the costs arising from this cooperation itself.
(2) Whenever possible, the partners shall endeavour to support student mobility by means of national or European subsidies.

§ 17 Intellectual property

Copyright and any other intellectual property in the curriculum and associated course materials for this provision shall be the property of the respective party. No party shall cause or permit anything to occur which may damage or endanger the other party's intellectual property. The curriculum provided by a party under the terms of this Agreement is and remains the property of the respective party and the other party may not use, copy or reproduce it except in order to comply with its obligations under this Agreement. It will not be disclosed to any third party, subject to any applicable national law, without the prior written consent of the respective partner university.

§ 18 Final provisions

(1) The Agreement shall enter into force upon signature and will be valid for five (5) years. It will cover the academic years 2022/2023 to 2026/2027. At the end of this period, it may be renewed in writing only if the competent authorities of each partner university once again approve it.
(2) A partner university requesting to modify or to terminate the Agreement must inform the other partner universities in writing six (6) months beforehand. In order to be valid, all partner universities must validate the modifications by an amendment.
(3) The partner universities agree to ensure that, in the event of discontinuation of this Agreement, an exit strategy is put in place, which safeguards the education of the students enrolled in the degree. This requires the parties concerned to ensure that students enrolled at the time of termination of the Agreement are permitted to complete the programme for

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which they are enrolled with support offered to them by all parties at a level in accordance with the provisions of this Agreement.

(4) The settlement of any difference or conflict arising from or in connection with this Agreement shall be attempted by an amicable effort from the parties concerned. Recourse to a jurisdiction will only be taken as a last resort, after all other channels have been exhausted. In this case, the conflict shall be brought before the defendant's court.

(5) The parties agree to co-operate in defending any legal claim by a student or third party arising out of the operation of this Agreement. Such cooperation is subject to national law of a party and the extent to which a party is permitted to such cooperation under its own regulations and other applicable rules.

(6) Twenty-four (24) original copies, six (6) in French, six (6) in German, six (6) in Spanish and six (6) in English are signed by each partner university, all texts being equally authentic. Each of the partner universities receives two original copies of the Agreement in each language.

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Place, date, signature

Prof. Dr. Werner Reinhart, Präsident, Europa-Universität Flensburg

Place, date, signature

Prof. Michel Deneken, Président d'université, Université de Strasbourg

Place, date, signature

D. José Ángel Narváez Bueno, Rector, Universidad de Málaga

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Annex # 3

Documents supporting each partner's legal basis for the participation in the joint programmes and the joint degree awarding rights

a) Gesetz über die Hochschulen und das Universitätsklinikum Schleswig-Holstein (Hochschulgesetz - HSG) in der Fassung vom 5. Februar 2016

b) Code de l'éducation, Article D613-20

c) Confirmation letter by Miguel Porras Fernández, Secretario General de la Universidad de Málaga

Europa-Universität Flensburg

Université de Strasbourg

Gesetz über die Hochschulen und das Universitätsklinikum Schleswig-Holstein
(Hochschulgesetz - HSG)
in der Fassung vom 5. Februar 2016

(…)

§ 53
Hochschulgrade und Diploma Supplement

(…)

(3) Aufgrund einer Vereinbarung mit einer anerkannten ausländischen Hochschule kann ein Hochschulgrad gemeinsam mit einer oder mehreren ausländischen Hochschulen (Joint Degree) verliehen werden, wenn

1. der dem Grad zu Grunde liegende Studiengang gemeinsam von den beteiligten Hochschulen entwickelt worden ist und abgestimmt betrieben wird,
2. die Prüfungsverfahren aufeinander abgestimmt sind und
3. die oder der Studierende mindestens ein Jahr in einem Bachelorstudiengang oder einem anderen grundständigen Studiengang oder mindestens ein halbes Jahr in einem Masterstudiengang an jeder der beteiligten Hochschulen studiert und mit Prüfungsleistungen erfolgreich abgeschlossen hat.

Die Vereinbarung mit der ausländischen Hochschule kann auch vorsehen, dass ein Hochschulgrad zusätzlich zu einem ausländischen Hochschulgrad verliehen wird (Doppelabschluss), wenn die Voraussetzungen von Satz 1 Nummer 3 erfüllt sind.

RÉPUBLIQUE FRANÇAISE
Liberté
Égalité
Fraternité

Légifrance
Le service public de la diffusion du droit

Code de l'éducation

Article D613-20

Version en vigueur au 31 mai 2021

Partie réglementaire (Articles D111-1 à R974-5)
Livre VI : L'organisation des enseignements supérieurs (Articles D611-1 à R684-8)
Titre Ier : L'organisation générale des enseignements (Articles D611-1 à D614-1)
Chapitre III : Collation des grades et titres universitaires (Articles D613-1 à D613-50)
Section 1 : Règles générales de délivrance des diplômes (Articles D613-1 à D613-30)
Sous-section 2 : Diplômes en partenariat international (Articles D613-17 à D613-25)

Article D613-20 **Création Décret n°2013-756 du 19 août 2013 - art.**

Dans le cadre du partenariat international, les établissements partenaires peuvent :
1° Soit délivrer conjointement un même diplôme ;
2° Soit délivrer simultanément un diplôme propre à chacun d'eux.
Le diplôme délivré conjointement est reconnu de plein droit en France à condition d'être également reconnu dans le ou les pays partenaires. La convention mentionnée à l'article D. 613-18 mentionne les modalités de cette reconnaissance.

Miguel Porras Fernández, como Secretario General de la Universidad de Málaga,

INFORMO:

Que, de acuerdo con lo establecido en el art. 3 del Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales en España (Boletín Oficial del Estado del 30 de octubre de 2007), la Universidad de Málaga puede, mediante convenio con otras universidades nacionales o extranjeras, organizar enseñanzas conjuntas conducentes a la obtención de un único título oficial de Graduado o Graduada, Máster Universitario o Doctor o Doctora (título conjunto) correspondiente a un único plan de estudios oficial diseñado por las correspondientes universidades. Dicho convenio deberá especificar, al menos, qué Universidad será responsable de la custodia de los expedientes de los estudiantes y de la expedición y registro del título, así como el procedimiento de modificación o extinción de planes de estudios. En el supuesto de convenios con universidades extranjeras, se deberá acompañar al mismo una certificación expedida por la autoridad competente o, en su caso, por la entidad acreditadora, del carácter oficial o acreditado de la universidad o universidades extranjeras de que se trate. En todo caso, la universidad española custodiará los expedientes de los títulos que expida.

Y para que así conste y surta los efectos oportunos, expido la presente en Málaga a diecisiete de mayo de dos mil veintiuno.

Edificio Pabellón de Gobierno, Campus de El Ejido. 29071.
Tel.: 952 131022/1136 **E-mail-** Vicesecretario@uma.es

FIRMADO POR LA UNIVERSIDAD DE MÁLAGA
Y en su nombre: **MIGUEL PORRAS FERNANDEZ, SECRETARIO GENERAL**
17/05/2021 13:59 Puede verificar su validez en **https://www.uma.es/validador** CSV: **41EDB6FE9208216D**

Annex # 4

List of intended learning outcomes, including the matrix of alignment with the FQ-EHEA and the applicable national qualifications frameworks

Europa-Universität Flensburg

Université de Strasbourg

Annex 4: TES/ETE Intended Learning Outcomes and Alignment with European and National Qualification Frameworks

a) List of Intended Learning Outcomes

The intended learning outcomes of the programme fall into two different categories. While graduates will have acquired in-depth competencies in the subject disciplines concerned, they will also avail of a specific linguistic profile and basic to enhanced proficiency in four European languages. The overall learning outcomes are:

LO 1 – Language Competence: In the course of the first three years of study, students acquire written and spoken language skills in German, French and Spanish at a good to excellent level through compulsory continuous language course offers. In addition, they consolidate and deepen the knowledge of English acquired in school education through compulsory courses in the first year of study and optional offers in the following semesters. The selective inclusion of English in teaching also strengthens English skills that are indispensable for the labour market and in academic contexts.

LO 2 – Basic subject knowledge and methodological skills: Building upon their general secondary education, students acquire basic subject knowledge in the disciplinary fields that are central to the study programme in the first year of study, as well as competencies in relation to academic work and various theoretical and methodological approaches. In the second and third year, students deepen their subject knowledge and sharpen their academic skills. They will also be given the opportunity to define their own study foci in correspondence with individual study interests.

LO 3 – Academic skills: Students acquire the ability to critically examine subject-specific and practice-relevant arguments. They can evaluate arguments in complex contexts and critically weigh them against each other. Furthermore, they are able to reflect on academic problems in a theoretically and methodologically adequate way and to process and solve them in a professionally plausible manner. They are also able to gather and interpret relevant data (within their field of study) to make informed judgments that include reflection on relevant social, academic or ethical issues.

LO 4 – Research competence and in-depth subject competence: Building on the basic knowledge and the respective in-depth knowledge and research competence, students from the third year of study onwards are able to derive their own research questions from this knowledge and outline them. They gradually acquire the ability to operationalise and explain manageable research problems in a well-founded manner and to carry them out in a methodologically meaningful way. In the fourth year of study, this ability is deepened and tested in the design and organisation of an international academic conference by the students. Innovative, relevant and pertinent research questions are developed and worked on by the students of the three universities and in exchange with teaching staff.

LO 5 – Application-related knowledge: From the second year onwards, students continuously carry out application-oriented study projects and contribute to the solution of complex tasks in teams. In the context of this problem-based learning, which should ideally be carried out in cooperation with institutional actors in the respective region, the students acquire the ability to use their subject and methodological competence in a problem-solving-oriented manner and to act cooperatively and purposefully in a team, also with non-university actors.

LO 6 – Social and professional knowledge: Through the close connection of practical and theoretical components in the study programme (continuous project modules from the third semester (service-based learning elements), the internship period and the organisation of an academic conference,

colloquium), the students acquire a variety of professionally relevant competencies and contacts. The fourth year in particular promotes the students' problem-solving skills and their ability to communicate and cooperate interculturally. They can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences and can justify their arguments theoretically and methodically. They are familiar with the possibilities and problems of transcultural and transnational working contexts, reflect and take into account the different perspectives and interests of other participants. They are able to assess their own abilities, autonomously reflect on relevant creative and decision-making freedoms and use these under guidance. They recognise the framework conditions of professional action appropriate to the situation and justify their decision responsibly and ethically.

LO 7 – Communication and knowledge transfer: Both in project-oriented studies (especially at EUF) and increasingly in the fourth year of study, students acquire the ability to learn in a problem-oriented manner, to conduct research on the basis of manageable questions and to work on problem solving in a theoretically and methodologically reflective manner. The communication and transfer of this knowledge to a professional and non-specialist public is also part of the graduates' competence profile.

LO 8 – Skills for further studies and professional life: Students develop learning skills that are necessary for them to continue to undertake further studies with a high degree of autonomy. Particularly in the fourth year of study, students can test their specialist knowledge in a professional context through the internship and establish contacts with potential employers. In addition, in the course of planning the content and organisation of an academic conference in the intercultural context of the three partner universities, they acquire a wide range of research and professionally relevant competencies that provide them with the best possible qualifications for both further studies and entry into professional life.

b) Subject-related Learning Outcomes

<u>Plurilingualism</u> In keeping with Europe's linguistic diversity, continuous foreign language acquisition is a crucial element of the first three years of study. Students enhance their skills in the three important European languages (L1, L2, L3) French, Spanish and German and develop a language profile including the following proficiency: - L1: mother tongue or CEFR level C1 - L2: CEFR level C1 - L3: CEFR level B2 Students complement this by familiarising themselves with English as an academic lingua franca, especially by means of mandatory language courses in the first study year. In the further course of studies, English proficiency continues to be strengthened by optional offers, such as language courses, thematically related courses in neighbouring disciplines and selective use of English in academic readings and as language of instruction. Enhancing language proficiency and building a plurilingual profile in this way allows graduates not only to communicate efficiently in the languages concerned, but also provides them with application-oriented skills and knowledge as well as a key to further studies or professional life on an international scale.	LO 1 LO 5 LO 8
<u>Critical European studies in global context</u> Students acquire in-depth knowledge of European concepts at a global level as well as knowledge of individual European countries. They have knowledge of geographical, historical, political and socio-cultural aspects pertaining to individual European countries, together with detailed knowledge of the continuity of historic and contemporary theories and concepts of Europe. Students also analyse European conflicts and discuss (culturally mediated) solution strategies in the perspective of critical global European studies. This is achieved through the acquisition of a differentiated knowledge of theoretical key concepts in the following areas: History of ideas, history and concepts of Europe, history of language and linguistics, postcolonial and gender studies, history of media and communication, history of knowledge and arts.	LO 2 LO 4
<u>Subject-specific knowledge in interdisciplinary linkage</u> Basic and in-depth knowledge of the following academic disciplines is acquired: linguistics, literature, arts, cultural studies and media studies; text linguistics, philosophy of language, translation studies, media theory, film and media history, postcolonial and gender studies. This subject-specific knowledge is interlinked in interdisciplinary modules. Particularly in project studies and problem-based learning courses, the skills of interdisciplinary consideration of cultural phenomena in a European context is promoted and strengthened.	LO 3 LO 4 LO 8
<u>Cultural studies: Transculturality, intercultural concepts and Cultural transfer processes</u> Graduates know the most important European and non-European concepts and methods in the field of research on transculturality, interculturality, cultural transfer, hybridity, cultural difference and similarity. They are qualified to analyse and	LO 2 LO 3 LO 4

understand the diverse processes of cultural transfer in Europe in their historical and contemporary dimension.	
<u>Cultural Mediation</u> Furthermore, students learn to apply techniques and skills of cultural mediation by dealing with phenomena such as translation, cultural transfer or transmission. These skills can be deepened and tested in practice especially in the problem-based courses in the second and third year of study, in the internship and in the context of the planning and conduct of the joint conference in the fourth year of study. Here, they can apply their problem-solving skills with regard to their future fields of profession.	LO 1 LO 3 LO 5 LO 7 LO 8
<u>Subject-specific methodological and academic skills</u> Broad methodological knowledge and skills are imparted for: Various methods of analysis and interpretation, hermeneutics, discourse analysis, narratology, post-colonial *contrapuntal readings* (Said) or gender-focused analysis. Furthermore, students acquire the ability to critically examine subject-specific arguments and can evaluate them. They are able to reflect on disciplinary academic problems in a theoretically and methodologically adequate way.	LO 2 LO 3 LO 8
<u>Medias and Communication studies</u> A further qualification goal is the ability to understand and analyse different types of arts and media: various text types and genres, literature, museum, film, digital media, intermedial aesthetic practices and narrative elements, various media cultural artefacts. Media literacy is enhanced and applied especially in subject-specific courses.	LO 2 LO 4
<u>Mediation and knowledge transfer</u> Especially in the practice-oriented parts of the study programme students acquire the ability to communicate information, ideas, problems and solutions adequately, both to specialist and non-specialist audiences. This is an important, career-preparing part of the study programme, in which different communication registers and formats can be tested. At the same time, the social relevance of what has been learned and researched becomes immediately apparent to the students through the transfer of knowledge into society.	LO 5 LO 6 LO 7 LO 8

c) Alignment of TES/ETE Learning Outcomes with European and national qualification frameworks

FQ-EHEA	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	Deutscher Qualifikationsrahmen für Hochschulabschlüsse (DQR)	Cadre national des certifications professionnelles (2020) et LICENCE - Langues, littératures et civilisations étrangères et régionales (LLCER) (fiche nationale RNCP24508)	Marco Español de Cualificaciones para la Educación Superior (MECES)
Bachelor: First cycle									**Niveau 6 DQR**	**Niveau 6, Cadre national des certifications professionnelles**	**Niveau 2 MECES**
Graduates have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study									Wissensverbreiterung: Wissen und Verstehen bauen auf der Ebene der Hochschulzugangsberechtigung auf und gehen über diese wesentlich hinaus. Absolventinnen und Absolventen haben ein breites und integriertes Wissen und Verstehen der wissenschaftlichen Grundlagen ihres Lerngebiets nachgewiesen. Wissensvertiefung: Absolventinnen und Absolventen verfügen über ein kritisches Verständnis der wichtigsten Theorien, Prinzipien und Methoden ihres Studienprogramms und sind in der Lage, ihr Wissen auch über die Disziplin hinaus zu vertiefen. Ihr Wissen und Verstehen entspricht dem Stand der Fachliteratur, sollte aber zugleich einige vertiefte Wissensbestände auf dem aktuellen Stand der Forschung in ihrem Lerngebiet einschließen.	En général: „Le niveau 6 atteste la capacité à analyser et résoudre des problèmes complexes imprévus dans un domaine spécifique, à formaliser des savoir-faire et des méthodes et à les capitaliser. Les diplômes conférant le grade de licence sont classés à ce niveau du cadre national" (Cadre national des certifications professionnelles) RNCP24508BC01 (LLCER): Analyse d'un questionnement en mobilisant des concepts disciplinaires RNCP24508BC02 (LLCER): Identification d'un questionnement au sein d'un champ disciplinaire	2a) … haber adquirido conocimientos avanzados y demostrado una comprensión de los aspectos teóricos y prácticos y de la metodología de trabajo en su campo de estudio con una profundidad que llegue hasta la vanguardia del conocimiento
Graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study									Wissensverständnis: Absolventinnen und Absolventen reflektieren situationsbezogen die erkenntnistheoretisch begründete Richtigkeit fachlicher und praxisrelevanter Aussagen. Diese werden in Bezug zum komplexen Kontext gesehen und kritisch gegeneinander abgewogen. Problemstellungen werden vor dem Hintergrund möglicher Zusammenhänge mit fachlicher Plausibilität gelöst. Nutzung und Transfer: Absolventinnen und Absolventen	RNCP24508BC06 (LLCER): Mise en oeuvre de méthodes et d'outils du champ disciplinaire	2b) … poder, mediante argumentos o procedimientos elaborados y sustentados por ellos mismos, aplicar sus conocimientos, la comprensión de estos y sus capacidades de resolución de problemas en ámbitos laborales complejos o profesionales y especializados que requieren el uso de ideas creativas e innovadoras

FQ-EHEA	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	Deutscher Qualifikationsrahmen für Hochschulabschlüsse (DQR)	Cadre national des certifications professionnelles (2020) et LICENCE - Langues, littératures et civilisations étrangères et régionales (LLCER) (fiche nationale RNCP24508)	Marco Español de Cualificaciones para la Educación Superior (MECES)
Graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues									- sammeln, bewerten und interpretieren relevante Informationen insbesondere in ihrem Studienprogramm; - leiten wissenschaftlich fundierte Urteile ab; - entwickeln Lösungsansätze und realisieren dem Stand der Wissenschaft entsprechende Lösungen; - führen anwendungsorientierte Projekte durch und tragen im Team zur Lösung komplexer Aufgaben bei; - gestalten selbstständig weiterführende Lernprozesse. Wissenschaftliche Innovation: Absolventinnen und Absolventen - leiten Forschungsfragen ab und definieren sie; - erklären und begründen Operationalisierung von Forschung; - wenden Forschungsmethoden an; - legen Forschungsergebnisse dar und erläutern sie.	RNCP24508BC04 (LLCER): Exploitation de données à des fins d'analyse	2c) … tener la capacidad de recopilar e interpretar datos e informaciones sobre las que fundamentar sus conclusiones incluyendo, cuando sea preciso y pertinente, la reflexión sobre asuntos de índole social, científica o ética en el ámbito de su campo de studio 2d) … ser capaces de desenvolverse en situaciones complejas o que requieran el desarrollo de nuevas soluciones tanto en el ámbito académico como laboral o profesional dentro de su campo de estudio
Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences									<u>Kommunikation und Kooperation</u>: Absolventinnen und Absolventen - formulieren innerhalb ihres Handelns fachliche und sachbezogene Problemlösungen und können diese im Diskurs mit Fachvertreterinnen und Fachvertretern sowie Fachfremden mit theoretisch und methodisch fundierter Argumentation begründen; - kommunizieren und kooperieren mit anderen Fachvertreterinnen und Fachvertretern sowie Fachfremden, um eine Aufgabenstellung verantwortungsvoll zu lösen; - reflektieren und berücksichtigen unterschiedliche Sichtweisen und Interessen anderer Beteiligter.	RNCP24508BC03 (LLCER): Usages digitaux et numériques RNCP24508BC05 (LLCER): Expression et communication écrites et orales	2e) … saber comunicar a todo tipo de audiencias (especializadas o no) de manera clara y precisa, conocimientos, metodologías, ideas, problemas y soluciones en el ámbito de su campo de estudio

Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.									<u>Wissenschaftliches Selbstverständnis / Professionalität</u>: Absolventinnen und Absolventen - entwickeln ein berufliches Selbstbild, das sich an Zielen und Standards professionellen Handelns in vorwiegend außerhalb der Wissenschaft liegen-den Berufsfeldern orientiert; - begründen das eigene berufliche Handeln mit theoretischem und methodischem Wissen; - können die eigenen Fähigkeiten einschätzen, reflektieren autonom sachbezogene Gestaltungs- und Entscheidungsfreiheiten und nutzen diese unter Anleitung; - erkennen situationsadäquat Rahmenbedingungen beruflichen Handelns und begründen ihre Entscheidungen verantwortungsethisch - reflektieren ihr berufliches Handeln kritisch in Bezug auf gesellschaftliche Erwartungen und Folgen.	RNCP24508BC07 (LLCER): Positionnement vis à vis d'un champ professionnel RNCP24508BC08 (LLCER): Action en responsabilité au sein d'une organisation professionnelle	2f) … ser capaces de identificar sus propias necesidades formativas en su campo de estudio y entorno laboral o profesional y de organizar su propio aprendizaje con un alto grado de autonomía en todo tipo de contextos (estructurados o no)

Annex # 5

Module handbook (Course syllabi of all partners)

Europa-Universität Flensburg

Université de Strasbourg

Module handbook

(academic year 2022/23)

Europa-Universität Flensburg

Université de Strasbourg

Transcultural European Studies: Module handbook

Joint Introductory Module **3**

Modules at Europa-Universität Flensburg (EUF 1 to EUF 20) **4**

EUF – Year 1 ..... *4*

EUF – Year 2 and 3 ..... *25*

Modules at Université de Strasbourg (UNISTRA 1 to UNISTRA 12) **49**

UNISTRA – Year 1 ..... *49*

UNISTRA – Year 2 and 3 ..... *81*

Modules at Universidad de Málaga (UMA 1 to UMA 17) **113**

UMA – Year 1 ..... *113*

UMA – Year 2 and 3 ..... *134*

Joint Modules (JM 1 to JM 3) **151**

Year 4 ..... *151*

Colour coding:

Modules belonging to the **Language Acquisition** pillar

Modules belonging to the **Europe** pillar

Modules belonging to the **Culture, Language, Literature, Arts, Medias** pillar

NB. This module handbook compiles all modules offered by all partners; students will receive individual (and hence shorter) handbooks, listing only the modules they will have to study

Annex: Language Progression Scheme

	Admission level	**Level end of first year**	**Level end of second year**	**Level end of third year**	**Level end of fourth year for graduation**
L1	C1	C1	C1	C1-C2	C1-C2
L2	B1	B2	B2/C1	B2/C1	C1
L3	A1	B1	B2	B2	B2
English	Level non-specified; participation in two courses compulsory, not graded		-	-	two courses compulsory, not graded

Joint Introductory Module

Module 0	Navigating "Transcultural European Studies" – A Joint Introduction to the degree programme	
	Europa-Universität Flensburg, Université de Strasbourg, Universidad de Málaga	
	Credits (CP)	0
	Workload	2 sessions of 2.5 hours at the beginning of the first semester
Objective	At the beginning of the first semester, two joint 2.5-hour online introductory sessions are provided to acquaint students and faculty from the three participating universities with each other and to introduce the disciplines taught at the different locations. The joint introductory module is also intended to assist students in finding their way around the study program, explaining the various options, meeting expectations, and starting to prepare for their mobility. Lecturers from all three universities and different disciplines will give several short talks (5 to 10 minutes) in their teaching or home university's language(s), introducing students to central aspects of TES/ETE and to provide an outlook on the following semesters. Additionally, short videos of each campus and/or presentations by senior students will be included; room for additional activities will also be provided. The short inputs aim to instigate virtual and onsite discussions of the issues addressed, allowing students to locate themselves in the field of study in a self-reflexive manner. The joint introductory module also aims to raise students' attention towards similarities and differences in teaching formats, student/teacher relations and academic traditions and habits in general. Students are invited to explore and experience intercultural academic differences thus increasing their intercultural awareness. Senior students will support the event. Students are encouraged to follow up the joint sessions in a self-organised way during the rest of the semester.	
Language(s) of instruction	French, Spanish, German, English	

Modules at Europa-Universität Flensburg (EUF 1 to EUF 20)

EUF – Year 1

Module EUF 1					
Spracherwerb I					
Language Acquisition I					
Europa-Universität Flensburg					
Module type		Compulsory			
Local module ID					
Credits (CP)		10			
Teaching hours per week		**10**			
Semester	Autumn semester	**Workload (overall)**		300h	
Turnus	Annual	**Thereof**	**Presence teaching**	150h	
Duration	One semester		**Self-studies**	150h	

Qualification objective	Im Rahmen dieses Studiengangs werden an der EUF Sprachkurse zu allen Niveaustufen in Französisch, Spanisch, Englisch und Deutsch angeboten. Es gibt ein Angebot des International Center sowohl an semesterbegleitenden Kursen als auch an Intensivkursen. Der Spracherwerb erfolgt entsprechend der individuellen Kompetenzen der Studierenden. In diesem Modul liegt der Fokus auf der Textrezeption, d.h. auf Leseverständnis, Hörverständnis und Hör(Seh-)verständnis. Parallel dazu wird die kommunikative Kompetenz anhand von mündlicher Kommunikation geschult. Die Studierenden können mündlich auf angemessenem Niveau, flüssig und artikuliert in der Fremdsprache kommunizieren. Sie verfügen über praxisorientierte Grundkenntnisse in Grammatik (Morpho-Syntax, Tempus und Aspekt) und Phonologie. Die Studierenden optimieren ihre Aussprache (korrekte Lautbildung und Intonation). *As part of this degree programme, the International Center of the EUF offers language courses (throughout the semester and intensive courses) at all levels in French, Spanish, English and German. The language acquisition is organized to meet the needs of the individual competences of the student.* *In this module the focus is on text reception, i.e. reading comprehension, listening comprehension and audio-visual comprehension. In parallel, communicative competence is trained by means of oral communication. Students can communicate orally at an appropriate level, fluently and articulately in the foreign language. They have practice-oriented basic knowledge of grammar (morpho-syntax, tense and aspect) and phonology. The students optimise their pronunciation (correct phonation and intonation).*
Subject-related competences	Grundlegende Grammatikkompetenz in der Fremdsprache; akzentfreie Aussprache (regulative Zielvorstellung: near native competence). *Fundamental grammar competence in the foreign language; accent-free pronunciation (regulative objective: near native competence).*
Methodical competences	Kenntnis und Anwendung grammatischer Grundterminologie; Anwendung der IPA-Lautschrift als Analyse-Instrument; Fähigkeit, theoretische Grundkenntnisse im Sprachhandeln anzuwenden. *Knowledge and application of basic grammatical terminology; application of the IPA phonetic transcription as an analytical tool; ability to apply basic theoretical knowledge in language practice.*
Social and self-competences	Bereitschaft und Fähigkeit, konstruktive Kritik der eigenen fremdsprachlichen Sprachkompetenz anzunehmen und im Optimierungsprozess umzusetzen; Bereitschaft und

	Fähigkeit, die Aussprache in Gruppen zu erproben und sich gegenseitig zu korrigieren; Fähigkeit zur Selbstorganisation des eigenen Lernprozesses. *Readiness and ability to give and accept constructive feedback on the current language competence and to use it for an optimisation process; readiness and ability to practice pronunciation in groups and to correct each other; ability to self-organise a learning process.*
Teaching and learning formats	Selbstständiges Lernen, Übungen in der Kursgruppe, Kleingruppenarbeit *Independent learning, exercises in the group, group work*
Person in charge	Prof. Dr. Cordula Neis
Prerequisites	none
Language(s) of instruction	French, Spanish, English

EUF 1: **Submodule 1**	Spracherwerb Französisch I				
	Language acquisition French I				
	Submodule ID		**Teaching format**		Tutorial
	Teaching hours per week	4	**Workload (Submodule)**		90h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	60h
	Max. group size	20		**Self-studies**	30h
EUF 1: **Submodule 2**	Spracherwerb Spanisch I				
	Language acquisition Spanish I				
	Submodule ID		**Teaching format**		Tutorial
	Teaching hours per week	4	**Workload (Submodule)**		90h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	60h
	Max. group size	20		**Self-studies**	30h
EUF 1: **Submodule 3**	Akademisches Englisch I				
	Academic English I				
	Submodule ID		**Teaching format**		Tutorial
	Teaching hours per week	2	**Workload (Submodule)**		45h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
	Max. group size	20		**Self-studies**	15h
M 1: **Examination**	Module examination				
	Examination ID		**Language**		English, French and Spanish
	Form of assessment		**Workload for preparation**		75h
	Graded assessment?	yes			
	Additional Information regarding examination	Written and oral language proficiency tests. NB. Die Anzahl der Sprachkurse in einer Fremdsprache pro Semester muss so gewählt werden, dass die vorgesehene Sprachprogression (siehe S. 2) pro Studienjahr erreicht werden kann. Ist das geforderte Sprachniveau in beiden Fremdsprachen (L 2 und L3) bereits erreicht, so sind sprachpraktische Kurse höherer Sprachniveaus zu wählen. Für das Englische genügt ein Teilnahmenachweis. *The number of language courses per semester must be chosen in such a way that the required language progression (see p. 2) can be achieved. If the required language*			

		level has already been reached in both foreign languages, practical language courses of higher language levels must be chosen. *For English, a certificate of attendance is sufficient.*
		Last changed on 21.12.2021

Module EUF 2					
Europaideen und Europäische Geistesgeschichte					
Ideas of Europe and European Intellectual History					
Europa-Universität Flensburg					
Module type		Compulsory			
Local module ID					
Credits (CP)		7			
Teaching hours per week		**4**			
Semester	Autumn semester	**Workload (overall)**		210h	
Turnus	Annual	**Thereof**	**Presence teaching**	60h	
Duration	One semester		**Self-studies**	150h	

Qualification objective	Die Studierenden erwerben Wissen hinsichtlich der Entwicklung, der Geschichte und Gegenwart der europäischen Idee und können verschiedene Europadiskurse identifizieren. Ausgehend von zentralen Texten der den Studiengang leitenden Fachdisziplinen, der Sprach-, Literatur, Kultur- und Medienwissenschaft, werden unterschiedliche Vorstellungen von Europa skizziert und als diskursive Konstruktionen analysiert. Im Seminar werden grundlegende Kenntnisse zu europäischen Epochen der Geistesgeschichte erarbeitet. Vom Mittelalter über die Neuzeit bis in die Jetztzeit hinein sollen Strömungen der Sprach-, Medien-, Literatur-, Kulturgeschichte wie Wissensgeschichte klassifiziert werden können. Die Wechselwirkungen, Einflussnahmen, Adaptionen der europäischen Epochen der Geistesgeschichte werden mit weltweiten Kultur- und geistesgeschichtlichen Strömungen in Beziehung gesetzt. Die Studierenden lernen diese zuordnen und bewerten. *Students acquire knowledge regarding the development, history and presence of the European idea and can identitfy the different discourses on Europe. Based on central texts from the disciplines of the study programm – linguistics, literature cultural and media science – different conceptions of Europe are outlined and analysed as discursive constructions. Basic knowledge of European epochs of intellectual history will be acquired. From the Middle Ages to modern times and into the present, developments in the history of language, media, literature, culture and knowledge are classified. The interactions, influences and adaptations of the European epochs of intellectual history are related to worldwide cultural and intellectual history trends.*
Subject-related competences	Kenntnisse der Europaidee (Akteur*innen wie Intellektuelle, Schriftsteller*innen, Personen des öffentlichen Lebens, Strömungen, Texte), grundlegende Kenntnisse der europäischen Geistesgeschichte, insbesondere der Medien- und Kulturgeschichte; Kenntnis und Anwendungs- und Reflektionskompetenz literatur- und medientheoretischer sowie kulturwissenschaftlicher Ansätze. *Knowledge of the idea of Europe (actors such as intellectuals, writers, public figures, currents, texts), basic knowledge of European intellectual history, especially the history of media and culture; knowledge and competence in applying and reflecting on approaches in literature and media theory as well as cultural studies.*
Methodical competences	Kenntnis, Verständnis und Anwendung unterschiedlicher literatur- und kulturwissenschaftlicher Methoden wie zum Beispiel der Hermeneutik, der Dekonstruktion und des close readings. Verschiedenste Interpretationsverfahren (z.B. biographisch, soziologisch, psychoanalytisch) werden illustriert. *Knowledge, understanding and application of different methods of literary and cultural studies, such as hermeneutics, deconstruction and close reading. Different methods of interpretation (e.g. biographical, sociological, psychoanalytical) are illustrated.*
Social and self-competences	Die Studierenden entdecken eigene Schwerpunkte, werden sich ihrer Interessen bewusst und nehmen aktiv Anteil an der Vernetzung, Anwendung und Vertiefung erwor-

	bener Kenntnisse und Fertigkeiten und erkennen diese an im Hinblick auf die Wertschätzung des europakulturellen Teils des Studiums, dessen Wertehaltung sie entwickeln. *Students discover individual areas of focus, become aware of their interests, and take an active part in connecting, applying, and extending acquired knowledge and skills, recognizing them with a view to appreciating the European-cultural part of their studies, whose values they develop.*
Teaching and learning formats	Lecture, seminar, readings, discussion, presentation
Person in charge	Prof. Dr. Margot Brink, Prof. Dr. Cordula Neis, Prof. Dr. Hedwig Wagner
Prerequisites	None
Language(s) of instruction	German

EUF 2: **Submodule 1**					
	Europaideen				
	Ideas of Europe				
	Submodule ID		**Teaching format**		Lecture
	Teaching hours per week	2	**Workload (Submodule)**		60h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
	Max. group size	60		**Self-studies**	30h

EUF 2: **Submodule 2**					
	Europäische Geistesgeschichte				
	European Intellectual History				
	Submodule ID		**Teaching format**		Seminar
	Teaching hours per week	2	**Workload (Submodule)**		60h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
	Max. group size	40		**Self-studies**	30h

EUF 2: **Examination**				
	Module examination			
	Examination ID		**Language**	German
	Form of assessment	Written paper	**Workload for preparation**	90h
	Graded assessment?	Yes		
	Additional Information regarding examination	Scope: 12-15 pages		

Last changed on 01.12.2021

Module EUF 3					
Sprachreflexion, Sprachbewusstsein und Sprachdiskussion					
Linguistic reflection, awareness of language and linguistic discussions					
Europa-Universität Flensburg					
Module type		Compulsory			
Local module ID					
Credits (CP)		5			
Teaching hours per week		**2**			
Semester	Autumn semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	30h	
Duration	One semester		**Self-studies**	120h	

Qualification objective	Die Studierenden erwerben Kenntnisse über Sprachreflexion und Sprachdiskussionen in Europa, die seit der Renaissance bedingt durch den Verlust der Vormachtstellung des Lateinischen zur Emanzipation der verschiedenen europäischen Volkssprachen geführt haben. Elemente dieses Nachdenkens über die Universalität von Sprache und die Verschiedenheit und Besonderheiten unterschiedlicher Einzelsprachen prägen teilweise bis heute den wissenschaftlichen und teilweise auch laienlinguistischen Diskurs, wovon die teils hitzigen Debatten über sprachliche Identitäten ein beredtes Zeugnis ablegen. Die Studierenden sind in der Lage, Einstellungen zu Sprache, Sprachenvielfalt und sprachlicher Verschiedenheit in Geschichte und Gegenwart nachzuvollziehen, einzu-ordnen und gegebenenfalls eigene Einstellungen zu Sprache und Sprachen zu über-prüfen. *Students acquire knowledge about language reflection and language discourse in Europe, which has led to the emancipation of the various European vernacular languages since the Renaissance due to the loss of the supremacy of Latin. Elements of this reflection on the universality of language and the differences and characteristics of different individual languages still characterize academic and, to some extent, non-academic linguistic discourse, to which the sometimes heated debates about linguistic identities testify. Students will be able to understand and classify attitudes towards language, linguistic diversity and linguistic difference in history and the present and, if necessary, to review their own attitudes towards speech and language.*
Subject-related competences	Die Studierenden erwerben einen diachronen und synchronen Überblick über die Sprachen in Europa. Sie sind mit sprachwissenschaftlichen Diskussionen in Vergangenheit und Gegenwart vertraut. Sie haben Kenntnisse über die Sprachenvielfalt in Europa erworben. Sie sind in der Lage, historische und aktuelle sprachpolitische Entwicklungen kritisch zu begleiten. Die Studierenden sind mit den grundlegenden Methoden der Sprachgeschichtsschreibung, der Sprachgeschichte, des Sprachwandels und des Sprachkontakts vertraut und kennen die Grundlagen der allgemeinen Sprachwissenschaft. *Students acquire a diachronic and synchronic overview over the languages in Europe. They are familiar with linguistic discussions in past and present. They acquire knowledge about language diversity in Europe. They are able to attend critically to historic and recent developments in language policies. Students are acquainted with basic methodologies of historiography of linguistics, language history, language change and language contact and know the basics of general linguistics.*
Methodical competences	Die Studierenden sind in der Lage, sprachtheoretische Konzepte (z.B. sprachliche Identität) kritisch zu hinterfragen und im Kontext aktueller politischer Diskussionen zu betrachten. Die Auseinandersetzung mit sprachtheoretischen Problemkreisen schult die allgemeine Problemlösekompetenz und die Fähigkeit, komplexe sprachwissenschaftsgeschichtliche, sprachhistorische und soziolinguistische Fragestellungen in einem inter-

	disziplinären Kontext einzuordnen. Aufgrund der Behandlung der Diversität europäischer Sprachen anhand einer Vielzahl von Quellentexten steht auch die Erweiterung rezeptiver Sprachkompetenzen in mehreren Fremdsprachen im Zentrum des Seminars. Im Seminar wird Wert auf die kritische Auswertung auch historischer Quellen gelegt. *The students are able to critically question concepts of language theory (e.g. linguistic identity) and to reflect them in the context of current political discussions. The discussion of language-theoretical problems trains the general problem-solving competence and the ability to classify complex linguistic-historical and sociolinguistic questions in an interdisciplinary context. Due to the focus on the diversity of European languages by means of a variety of source texts, the expansion of receptive language skills in several foreign languages is also central to the seminar. In the seminar, emphasis is placed on the critical evaluation of historical sources.*
Social and self-competences	Fähigkeit zu erfolgreicher und effektiver Gruppenarbeit; Fähigkeit, sich komplexe Fachinhalte selbstständig anzueignen und diese ggf. auszuweiten; interkulturelle und interdisziplinäre Sensibilität; Vertiefung des forschenden Lernens; Sensibilität für Rezepienten. *Ability to work successfully and effectively in groups; ability to independently acquire complex subject matter and expand upon it as appropriate; intercultural and interdisciplinary sensitivity; consolidation of inquiry-based learning; sensitivity to recipients.*
Teaching and learning formats	Seminardiskussion, mündliche Einzel- oder Gruppenpräsentationen, Gruppenarbeit, selbstständige Textarbeit und Erschließung weiterer Quellen und Daten, eigenständiges wissenschaftliches Arbeiten; Vermittlung der Ergebnisse in unterschiedlichen (medialen) Formaten. *Seminar discussion, individual or group oral presentations, group work, independent text work and exploration of further sources and data, independent scientific work; communication of results in different (medial) formats.*
Person in charge	Prof. Dr. Cordula Neis
Prerequisites	None
Language(s) of instruction	German, French, English (Further languages: Spanish, Italian, Latin)

EUF 3: **Submodule 1**				
Sprachreflexion, Sprachbewusstsein und Sprachdiskussion				
Linguistic reflection, awareness of language and linguistic discussions				
Submodule ID		**Teaching format**		Seminar
Teaching hours per week	2	**Workload (Submodule)**		90h
Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
Max. group size	40		**Self-studies**	60h

EUF 3: **Examination**			
Module examination			
Examination ID		**Language**	German, English or French
Form of assessment	Presentation and written paper	**Workload for preparation**	60h
Graded assessment?	Yes		
Additional Information regarding examination	Scope of written paper: 12-15 pages. The language of the module examination is determined by the teacher during the first two weeks of the lecture period.		

Last changed on 01.12.2021

Module EUF 4					
Europa: Sprache, Kultur, Literatur, Medien					
Europe: Language, culture, literature, media					
Europa-Universität Flensburg					
Module type		Compulsory			
Local module ID					
Credits (CP)		5			
Teaching hours per week		**2**			
Semester	Autumn semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	30h	
Duration	One semester		**Self-studies**	120h	

Qualification objective	In diesem Modul im Hybridformat, das von der EUF verantwortet und gemeinsam von allen drei Partneruniversitäten durchgeführt wird, lernen die Studierenden die am Studiengang beteiligten Fachdisziplinen kennen und erwerben Wissen über die wichtigsten Basiskonzepte, Terminologien und Theorien im Bereich der Sprach-, Literatur-, Kultur- und Medienwissenschaften. Die Studierenden können diese Basiskonzepte und Theorien benennen und angemessen beschreiben bzw. definieren. Durch die transnationale Durchführung der Vorlesung werden sie außerdem befähigt, interkulturelle Differenzen in Hinblick auf disziplinäre Grenzen und die Verwendung von Fachterminologien zu erkennen und zu verstehen. In Verknüpfung mit den grundlegenden Theoriekonzepten erwerben die Studierenden erste Methodenkenntnisse (verschiedenste Analyse- und Interpretationsmethoden bezogen auf sprachliche, mediale und kulturelle Phänomene, z.B. Hermeneutik, Diskursanalyse, Narratologie etc.). Insgesamt gewinnen die Lernenden einen interkulturell orientierten Überblick über die wichtigsten Theorien, Prinzipien und Methoden ihres Studienprogramms. *In this hybrid format module, for which the EUF is responsible and which is carried out jointly by all three partner universities, students become familiar with the disciplines involved in the program and acquire knowledge of the most important basic concepts, terminologies, and theories in the fields of linguistics, literature, cultural studies, and media studies. Students will be able to name these basic concepts and theories and describe or define them appropriately. Through the transnational implementation of the lecture, they will also be able to recognize and understand intercultural differences with regard to disciplinary boundaries and the use of specialized terminology. In combination with the basic theoretical concepts, the students acquire initial methodological skills (a wide variety of analysis and interpretation methods related to linguistic, medial and cultural phenomena, e.g. hermeneutics, discourse analysis, narratology, etc.). Overall, students gain an interculturally oriented overview of the most important theories, principles and methods of their study program.*
Subject-related competences	Überblickswissen über die für den Studiengang relevanten fachwissenschaftlichen Teilbereiche wird erworben. Die Studierenden machen sich mit den grundlegenden Begriffen, Konzepten, Theorien und Methoden der Sprach-, Literatur-, Kultur- und Medienwissenschaft (z.B. Konzepte von Sprache, Oralität/Literalität, verschiedenen Kulturbegriffe, Inter- und Transkulturalität, Postkoloniale Theorieansätze, Medialität und Intermedialität etc.) vertraut und wissen um die Erkenntnismöglichkeiten und -grenzen, die den jeweiligen Ansätzen eigen sind. *General knowledge of the subject-related sub-areas relevant to the course of study is acquired. Students become familiar with the basic terms, concepts, theories and methods of linguistics, literature, cultural studies and media studies (e.g. concepts of language, orality/literality, various cultural concepts, inter- and transculturality, postcolonial theoretical approaches, mediality and intermediality, etc.) and are aware of the cognitive possibilities and limits inherent in the respective approaches.*

Methodical competences	Die Studierenden können souverän mit Fachbegriffen und überfachlichen, interdisziplinären Theorie- und Methodenansätzen umgehen. Sie sind in der Lage, verschiedene methodische Ansätze gegenstandsadäquat anzuwenden und deren jeweilige Reichweite einzuschätzen. Außerdem wird die Fähigkeit erworben, Untersuchungsgegenstände aus einer interdisziplinären und pluri-methodischen Perspektive in den Blick zu nehmen und zu analysieren. *The students are able to use terminology, interdisciplinary theory and methodological approaches appropriately. They are able to apply different methodological approaches adequately to the subject matter and to assess their respective scope. In addition, they acquire the ability to view and analyze research subjects from an interdisciplinary and pluri-methodical perspective.*
Social and self-competences	Selbstorganisation im fachwissenschaftlichen und interdisziplinären Lernen sowie im Studium; Fähigkeit zu erfolgreicher und effektiver Gruppen- und Einzelarbeit. *Self-organisation in subject-related and interdisciplinary learning as well as in studies; ability to work successfully and effectively in groups and individually.*
Teaching and learning formats	Hybrid lecture (in class and online), text reading, discussion, presentation, group work.
Person in charge	Prof. Dr. Margot Brink, Prof. Dr. Cordula Neis, Prof. Dr. Hedwig Wagner
Prerequisites	none
Language(s) of instruction	German

EUF 4: **Submodule 1**					
	Europa: Sprache, Kultur, Literatur, Medien				
	Europe: Language, culture, literature, medias				
	Submodule ID		**Teaching format**		Lecture
	Teaching hours per week	2	**Workload (Submodule)**		90h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
	Max. group size	60		**Self-studies**	60h

EUF 4: **Examination**				
	Module examination			
	Examination ID		**Language**	German
	Form of assessment	Written exam	**Workload for preparation**	60h
	Graded assessment?	Yes		
	Additional Information regarding examination	Scope: 90 minutes		

Last changed on 01.12.2021

Module EUF 5					
	Wissenschaftliches ArbeitenMethoden				
	Academic Work/Methods				
	Europa-Universität Flensburg				
	Module type		Compulsory		
	Local module ID				
	Credits (CP)		3		
	Teaching hours per week		**2**		
	Semester	Autumn semester	**Workload (overall)**		90h
	Turnus	Annual	**Thereof**	**Presence teaching**	30h
	Duration	One semester		**Self-studies**	60h

Qualification objective	In diesem Modul, das von der EUF verantwortet und unter Beteiligung der Partneruniversitäten durchgeführt wird, werden die basalen wissenschaftlichen Techniken (Bibliographieren, Zitieren, etc.) in ihrer sprach- und landesüblichen Tradition vermittelt wie auch die landesüblichen wissenschaftlichen Schreib-Formate gelehrt (die Hausarbeit, die Thesis, das Portfolio etc.) sowie Kenntnisse über den Zugang zu wissenschaftlicher Literatur (lizensierte Datenbanken etc.) angeeignet. *In this module, for which the EUF is responsible and which is carried out jointly with the partner universities, the basic scientific techniques (bibliography, citation, etc.) are taught in their linguistic and national tradition as well as the national scientific writing formats (the term paper, the thesis, the portfolio, etc.) and knowledge of ways to access to scientific literature is aquired (licensed databases, etc.).*
Subject-related competences	Die Studierenden erlangen Basiswissen für die Absolvierung eines geisteswissenschaftlichen Studiengangs. Innerhalb dieses Moduls wird ihr kritisches Reflexionsvermögen, ihre Fähigkeit, Fachwissen auch interdisziplinär anzuwenden und wichtige geisteswissenschaftlichen Fachbegriffe, Konzepte und Theorien korrekt einzusetzen, entwickelt. *Students acquire basic knowledge for the completion of a humanities degree program. Within this module, their critical reflection skills, their ability to apply specialized and interdisciplinary knowledge, and the correct use of important humanities terminology, concepts and theories are developed.*
Methodical competences	Die Studierenden erwerben Grundlagenwissen zum wissenschaftlichen Arbeiten. Sie sind in der Lage, Texte kritisch zu lesen, Quellen zu erschließen und eine Vielfalt wissenschaftlicher Methoden anzuwenden. Sie können das im Seminar vermittelte Überblickswissen auch auf andere Wissenschaften transferieren. Ferner werden Kompetenzen in der Nutzung digitaler Medien erworben sowie Kenntnisse in mehreren europäischen Fremdsprachen vertieft. *The students acquire fundamental knowledge of academic working. They are able to read texts critically, to analyze sources and to apply a variety of scientific methods. They will be able to transfer the general knowledge gained in the seminar to other sciences. Furthermore, competences in the use of digital media are acquired and knowledge of several European foreign languages is extended.*
Social and self-competences	Fähigkeit zu erfolgreichem und effektivem Selbststudium; Fähigkeit, sich Grundlagen des wissenschaftlichen Arbeitens zu eigen zu machen; Fähigkeit, Fachinhalte kompetent zu präsentieren; Vertiefung des Habitus des forschenden Lernens; Sensibilität für Vermittlungsarbeit und Rezeption durch Adressaten. *Ability to self-study successfully and effectively; ability to adopt fundamentals of academic work; ability to present subject content with proficiency; consolidation of the of research-based learning; sensitivity to mediation work and reception by audiences.*

Teaching and learning formats	Vorträge von Lehrenden der drei Partneruniversitäten, Podcasts, digitale Lehrangebote seitens Vertretern der drei beteiligten Partneruniversitäten, Übungen zum Bibliographieren, recherchieren, Quellen erschließen, wissenschaftliches Schreiben, kritische Auseinandersetzung mit Schlüsseltexten und zentralen Begriffen und Theorien der beteiligten Disziplinen Literatur-, Kultur-, Sprach- und Medienwissenschaft, Seminardiskussion, Gruppenarbeit, selbstständige Textarbeit und Erschließung weiterer Quellen und Daten, eigenständiges wissenschaftliches Arbeiten; Vermittlung der Ergebnisse in unterschiedlichen (medialen) Formaten. *Presentations by lecturers from the three partner universities, podcasts, digital teaching materials from representatives of the three partner universities involved, exercises in bibliography, researching, exploring sources, academic writing, critical discussion of key texts, central concepts and theories of the participating disciplines of literature, cultural studies, linguistics and media studies, seminar discussion, group work, independent text work and exploration of further sources and data, independent academic work; Presentation of the results in different (media) formats.*
Person in charge	Prof. Dr. Margot Brink, Prof. Dr. Cordula Neis, Prof. Dr. Hedwig Wagner
Prerequisites	None
Language(s) of instruction	German, French, Spanish, English

EUF 5: **Submodule 1**				
Wissenschaftliches Arbeiten/Methoden				
Academic Work/Methods				
Submodule ID		**Teaching format**		Seminar/Tutorial
Teaching hours per week	2	**Workload (Submodule)**		60h
Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
Max. group size	40		**Self-studies**	30h

EUF 5: **Examination**			
Module examination			
Examination ID		**Language**	German, French, Spanish, English
Form of assessment	Written exam	**Workload for preparation**	30h
Graded assessment?	Yes		
Additional Information regarding examination	Scope: 90 minutes. The language of the module examination is determined by the teacher during the first two weeks of the lecture period.		

Last changed on 01.12.2021

Module EUF 6					
	Spracherwerb II				
	Language Acquisition II				
	Europa-Universität Flensburg				
	Module type		Compulsory		
	Local module ID				
	Credits (CP)		10		
	Teaching hours per week		**10**		
	Semester	Spring semester	**Workload (overall)**		300h
	Turnus	Annual	**Thereof**	**Presence teaching**	150h
	Duration	One semester		**Self-studies**	150h

Qualification objective	Im Rahmen dieses Studiengangs werden an der EUF Sprachkurse zu allen Niveaustufen in Französisch, Spanisch, Englisch und Deutsch angeboten. Es gibt ein Angebot des International Center sowohl an semesterbegleitenden Kursen als auch an Intensivkursen. Der Spracherwerb erfolgt entsprechend der individuellen Kompetenzen der Studierenden. In diesem Modul steht neben der Behandlung von ausgewählten Problemen der Grammatik auch die mündliche Kommunikation in Dialog und Monolog im Fokus. Neben dem mündlichen Ausdruck in dialogischer Kommunikation steht die Vermittlung der monologischen Sprachkompetenz, etwa in Form von Kurzreferaten und Präsentationen im Vordergrund. *Within this study program, language courses are offered at the EUF at all levels in French, Spanish, English and German as a foreign language. The International Center offers classes as well as intensive courses. Language acquisition is organized in accordance with the student's individual competencies.* *In this module, besides covering selected problems of grammar, the focus is on oral communication in dialogue and monologue. In addition to oral expression in dialogic communication, the focus is on teaching monologic language skills, for example in the form of short presentations and speeches*
Subject-related competences	Fähigkeit, das bisher erworbene Wissen über Wortschatz, Grammatik, Stilistik und Idiomatik in verschiedenen schriftsprachlichen und mündlichen Kontexten situationsangemessen anzuwenden. *Ability to apply one' s acquired knowledge of vocabulary, grammar, stilistics, and idiomatics in a variety of written and oral contexts situationally adequate.*
Methodical competences	Fähigkeit zur adressatengerechten Kommunikation in der Fremdsprache. *Ability to communicate in the foreign language in a way appropriate to the recipients.*
Social and self-competences	Mündliche wie schriftliche Kommunikationsfähigkeit; Fähigkeit, das sprachliche Handeln verschiedenen Situationen und Kommunikationspartnern anzupassen; Fähigkeit, die eigene mündliche wie schriftliche Sprachkompetenz zu reflektieren und zu optimieren. *Oral and written communication skills; ability to adapt linguistic actions to varying situations and recipients; ability to reflect on and optimize one's own oral and written language skills.*
Teaching and learning formats	Eigenständiges Verfassen und Überarbeiten verschiedener Textsorten, Kleingruppenarbeit, Kurzvorträge. *Independent writing and revision of different types of texts, small group work, short presentations.*
Person in charge	Prof. Dr. Cordula Neis

Prerequisites	None
Language(s) of instruction	French, Spanish, English

EUF 6: **Submodule 1**	Spracherwerb Französisch II				
	Language acquisition French II				
	Submodule ID		**Teaching format**		Tutorial
	Teaching hours per week	4	**Workload (Submodule)**		90h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	60h
	Max. group size	20		**Self-studies**	30h
EUF 6: **Submodule 2**	Spracherwerb Spanisch II				
	Language acquisition Spanish II				
	Submodule ID		**Teaching format**		Tutorial
	Teaching hours per week	4	**Workload (Submodule)**		90h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	60h
	Max. group size	20		**Self-studies**	30h
EUF 6: **Submodule 3**	Akademisches Englisch II				
	Academic English II				
	Submodule ID		**Teaching format**		Tutorial
	Teaching hours per week	2	**Workload (Submodule)**		45h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
	Max. group size	20		**Self-studies**	15h
EUF 6: **Examination**	Module examination				
	Examination ID		**Language**		French, Spanish and English
	Form of assessment		**Workload for preparation**		75h
	Graded assessment?	yes			
	Additional Information regarding examination	Written and oral language proficiency tests. NB. Die Anzahl der Sprachkurse in einer Fremdsprache pro Semester muss so gewählt werden, dass die vorgesehene Sprachprogression (siehe S. 2) pro Studienjahr erreicht werden kann. Ist das geforderte Sprachniveau in beiden Fremdsprachen (L 2 und L3) bereits erreicht, so sind sprachpraktische Kurse höherer Sprachniveaus zu wählen. Für das Englische genügt ein Teilnahmenachweis. *The number of language courses per semester must be chosen in such a way that the required language progression (see p. 2) can be achieved. If the required language level has already been reached in both foreign languages, practical language courses of higher language levels must be chosen.* *For English, a certificate of attendance is sufficient.*			
					Last changed on 21.12.2021

Module EUF 7					
	Europanarrative				
	European narratives				
	Europa-Universität Flensburg				
	Module type		Compulsory		
	Local module ID				
	Credits (CP)		7		
	Teaching hours per week		**4**		
	Semester	Spring semester	**Workload (overall)**		210h
	Turnus	Annual	**Thereof**	**Presence teaching**	60h
	Duration	One semester		**Self-studies**	150h

Qualification objective	Studierende gewinnen einen Überblick über unterschiedliche geschichtliche oder zeitgenössische Europanarrative und -definitionen, die sowohl narrativ als auch medial vermittelt sein können. Europa (Mesoebene) wird dabei über sein Verhältnis zum Regionalen oder Nationalen (der Mikroebene) auf der einen Seite und dem Globalen (der Makroebene) auf der anderen Seite analysiert und verstehbar. Während in der Vorlesung die Narrative und Definitionen Europas aus einer interkulturellen und transarealen Perspektive erfasst werden können, setzen sich die Studierenden in dem Seminarmodul schwerpunktmäßig mit außereuropäischen Perspektiven auf Europa auseinander. Sie gewinnen einen Überblick und können die zentralen Etappen der Geschichte des europäischen Kolonialismus rekonstruieren. Im Seminar eignen sie sich außerdem verschiedene Postkoloniale Theorieansätze an und können diese als Basis für die Analyse außereuropäischer Narrative über Europa anwenden. *Students gain an overview of different historical or contemporary European narratives and definitions, which can be mediated both narratively and medially. Europe (meso level) is analyzed and understood through its relationship to the regional or national (the micro level) on the one hand and the global (the macro level) on the other. While in the lecture the narratives and definitions of Europe can be analyzed from an intercultural and transareal perspective, in the seminar the students focus on non-European perspectives on Europe. They obtain an overview and are able to reconstruct the central stages of the history of European colonialism. In the seminar, they also acquire various postcolonial theoretical approaches and can use these as a basis for analyzing non-European narratives about Europe.*
Subject-related competences	Überblickswissen über Europanarrative und -definitionen wird erworben. Studierende können die Verflechtungen Europas zwischen regionalen/lokalen und globalen Strukturen erkennen, sie geschichtlich einordnen und insbesondere die koloniale Vergangenheit und postkoloniale Gegenwart Europas anhand kulturell-medialer Gegenstände und Diskurse analysieren und verstehen. *A general knowledge of European narratives and definitions is acquired. Students will be able to identify the interconnections of Europe between regional/local and global structures, to classify them historically and, in particular, to analyze and understand Europe's colonial past and postcolonial present on the basis of cultural-medial objects and discourses.*
Methodical competences	Die Studierenden sind in der Lage, Europanarrative historisch einzuordnen sowie ihre gesellschaftlichen und machtpolitischen Implikationen zu erkennen und kritisch zu hinterfragen. Ausgehend von narratologischen, hermeneutischen, diskurs- und gender-analytisch, sowie postkolonial fundierten Theorien und Methoden (z.B. Analyse von Machtasymmetrien und Exklusionen in Narrativen nach Genette und Foucault; kontrapunktische Lektüre nach Said; Konzept der Hybridität nach Bhabha) erwerben die Studierenden die Fähigkeit, die europäische Gegenwart als eine diskursiv-kulturell geprägte und historisch entstandene zu begreifen und zu analysieren.

	Students are able to classify European narratives historically and to recognize and critically question their social and power-political implications. Based on narratological, hermeneutic, discourse- and gender-analytical, and postcolonially oriented theories and methods (e.g. analysis of power asymmetries and exclusions in narratives according to Genette and Foucault; contrapuntal reading according to Said; concept of hybridity according to Bhabha), students acquire the ability to understand and analyze the European present as a discursive-culturally shaped and historically emerged one.
Social and self-competences	Die Studierenden können sich Fachinhalte angeleitet sowie selbstständig aneignen; sie sind fähig, individuelle und gruppenbasierte Arbeitsprozesse sinnvoll zu planen und zeitgerecht abzuschließen; sie vertiefen ihre Fähigkeit, Fachinhalte schriftlich und mündlich strukturiert, methodisch reflektiert und adressatenbezogen zu kommunizieren; sie vertiefen ihre Konflikt- und Kritikfähigkeit. *Students are able to acquire subject content in a guided as well as independent process; they are able to plan individual and group-based work processes sensibly and complete them in time; they extend their ability to communicate subject content in both written and oral form in a structured, methodologically reflected and recipient-related format; they improve their ability to deal with conflict and criticism.*
Teaching and learning formats	Vorlesung und Seminar: selbstständige Textarbeit, exzerpieren, Vorlesungsmitschrift, Diskussion, mündliche Einzel- oder Gruppenpräsentationen, Gruppenarbeit, eigenständiges wissenschaftliches Arbeiten. *Lecture and seminar: independent text work, summarizing, lecture notes, discussion, oral individual or group presentations, group work, independent scientific work.*
Person in charge	Prof. Dr. Margot Brink, Prof. Dr. Cordula Neis, Prof. Dr. Hedwig Wagner
Prerequisites	none
Language(s) of instruction	German

EUF 7: **Submodule 1**				
Europanarrative				
European Narratives				
Submodule ID		**Teaching format**		Lecture
Teaching hours per week	2	**Workload (Submodule)**		60h
Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
Max. group size	60		**Self-studies**	30h

EUF 7: **Submodule 2**				
Nationales und Globales Europa: Postkoloniale Dimensionen				
National and Global Europe: Postcolonial Dimensions				
Submodule ID		**Teaching format**		Seminar
Teaching hours per week	2	**Workload (Submodule)**		60h
Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
Max. group size	40		**Self-studies**	30h

EUF 7: **Examination**			
Module examination			
Examination ID		**Language**	German
Form of assessment	Paper or portfolio	**Workload for preparation**	90h
Graded assessment?	Yes		
Additional Information regarding examination	Scope of term paper or potfolio: 12-15 pages		

Last changed on 01.12.2021

Module EUF 8					
	Sprachphilosophie und linguistische Anthropologie				
	Philosophy of Linguistic and Linguistic Anthropology				
	Europa-Universität Flensburg				
	Module type		Compulsory		
	Local module ID				
	Credits (CP)		5		
	Teaching hours per week		**2**		
	Semester	Spring semester	**Workload (overall)**		150h
	Turnus	Annual	**Thereof**	**Presence teaching**	30h
	Duration	One semester		**Self-studies**	120h

Qualification objective	Die Studierenden erwerben im Rahmen dieses Moduls Grundkenntnisse der sprachphilosophischen Diskussion in Europa von der Antike bis zur Gegenwart, insbesondere zum 18. Jahrhundert, in welchem das Verhältnis zwischen Sprache und Denken, zwischen Sprache und Gesellschaft und die Charakterisierung des Menschen als Sprachwesen und dessen Abgrenzung vom Tier mit seinen artspezifischen Kommunikationsweisen im Vordergrund stehen. Die Studierenden sind vertraut mit der Problematik der Frage nach dem Ursprung der Sprache, nach dem Verhältnis von universellen und einzelsprachlichen Elementen ebenso wie mit dem Thema des Sprachmissbrauchs. *In this module, students acquire a basic knowledge of the philosophical discussion of language in Europe from the Antiquity to the present, especially of the 18th century, in which the relationship between language and thought, between language and society and the characterization of humans as linguistic beings and their differentiation from animals with their species-specific modes of communication are the focus. Students are familiar with the problem of the origin of language, the relationship between universal and individual language elements as well as with the topic of language misuse.*
Subject-related competences	Die Studierenden erwerben Grundlagenwissen zu Fragestellungen der linguistischen Anthropologie, die auch in interdisziplinäre Kontexte (u.a. Philosophie, Geschichte, Soziologie, Politikwissenschaft, Neurologie und Evolutionsbiologie) integriert werden. Dabei werden zentrale Konzepte wie das Wesen des Menschen, sein Ursprung und seine Evolution insbesondere unter Berücksichtigung der Entwicklung seiner sprachlichen sowie allgemeinen kognitiven und sozialen Fähigkeiten gewürdigt. Im Seminar wird die Fähigkeit gefördert, sprachphilosophische Problemkreise sowohl aus historischer als auch aus aktueller Perspektive zu begreifen. Durch diesen Perspektivwechsel und Vergleich der Perspektiven wird das Sprachbewusstsein der Studierenden geschult. *Students acquire basic knowledge of issues in linguistic anthropology, which are also integrated into interdisciplinary contexts (including philosophy, history, sociology, political science, neurology and evolutionary biology). In doing so, central concepts such as the nature of humankind, its origins, and its evolution will be acknowledged, especially with regard to the development of its linguistic and general cognitive and social abilities. The seminar promotes the ability to understand problems in the philosophy of language from both a historical and a contemporary perspective. Through this change of perspective and comparison of perspectives, the students' language awareness is trained.*
Methodical competences	In diesem Seminar lernen die Studierenden, komplexe interdisziplinäre Problemkreise aus verschiedenen Perspektiven zu beleuchten. Dies erfordert den Transfer von Wissen aus verschiedenen, teilweise sehr unterschiedlichen Disziplinen, aus den Geistes-, Sozial- und Naturwissenschaften. Konzeptionen vom „Wesen der Sprache“ werden aus der Perspektive dieser Wissenschaften im Seminar behandelt. Die Lektüre zentraler Texte aus verschiedenen europäischen Ländern trägt zur Schulung insbesondere der rezeptiven Sprachkompetenzen in anderen Sprachen bei.

	In this seminar, students learn to approach complex interdisciplinary problems from different perspectives. This requires the transfer of knowledge from different disciplines, the humanities, and social and natural sciences. Conceptions of the "essence of language" will be discussed in the seminar from the perspective of these sciences. The reading of central texts from different European countries contributes to the training of receptive language skills in other languages.
Social and self-competences	Die Studierenden können sich Fachinhalte angeleitet sowie selbstständig aneignen; sie sind fähig, individuelle und gruppenbasierte Arbeitsprozesse sinnvoll zu planen und zeitgerecht abzuschließen; sie vertiefen ihre Fähigkeit, Fachinhalte schriftlich und mündlich strukturiert, methodisch reflektiert und adressatenbezogen zu kommunizieren; sie vertiefen ihre Konflikt- und Kritikfähigkeit. *Students are able to acquire subject content in a guided and independent process; they are able to plan and complete individual and group-based work processes in a meaningful and well-timed way; they enhance their ability to communicate subject content in a structured, methodologically reflective and recipient-oriented form, both orally and in writing; they improve their ability to deal with conflict and criticism.*
Teaching and learning formats	Seminardiskussion, mündliche Einzel- oder Gruppenpräsentationen, Gruppenarbeit, selbstständige Textarbeit und Erschließung weiterer Quellen und Daten, eigenständiges wissenschaftliches Arbeiten; Vermittlung der Ergebnisse in unterschiedlichen (medialen) Formaten. *Seminar discussion, oral individual or group presentations, group work, independent text work and development of further sources and data, independent academic work; communicating the results in various (media) formats.*
Person in charge	Prof. Dr. Cordula Neis
Prerequisites	None
Language(s) of instruction	German, French, Spanish, English (Further language: Italian)

EUF 8: **Submodule 1**				
Sprachphilosophie und linguistische Anthropologie				
Philosophy of Linguistic and Linguistic Anthropology				
Submodule ID		**Teaching format**		Seminar
Teaching hours per week	2	**Workload (Submodule)**		60h
Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
Max. group size	40		**Self-studies**	30h

EUF 8: **Examination**			
Module examination			
Examination ID		**Language**	German, French, Spanish, English
Form of assessment	Written paper	**Workload for preparation**	90h
Graded assessment?	Yes		
Additional Information regarding examination	Scope: 12-15 pages. The language of the module examination is determined by the teacher during the first two weeks of the lecture period.		

Last changed on 01.12.2021

Module EUF 9					
	Narratologie/ Erzähltraditionen				
	Narratology / Traditions in Narration				
	Europa-Universität Flensburg				
	Module type		Compulsory		
	Local module ID				
	Credits (CP)		5		
	Teaching hours per week		**2**		
	Semester	Spring semester	**Workload (overall)**		150h
	Turnus	Annual	**Thereof**	**Presence teaching**	30h
	Duration	One semester		**Self-studies**	120h

Qualification objective	In dieser Lehrveranstaltung werden die Studierenden grundlegende europabezogene Kenntnisse der Erzähltheorien sowie des filmischen und crossmedialen storytelling sich erarbeiten vermittelt. Aus textlinguistischer, literatur- und medienwissenschaftlicher Perspektive können die Studierenden einen fundierten Einblick in die Theorien der Narratologie und der Text- und Mediengattungen gewinnen, um ausgehend von diesem Wissen, die Konstruktionen Europas durch den Akt des Erzählens kritisch zu analysieren und zu hinterfragen. *In this course, students acquire basic European-related knowledge of narrative theories as well as cinematic and cross-media storytelling. From a text-linguistic, literary and media-scientific perspective, students will be able to gain a fundamental insight into the theories of narratology and text and media genres in order to critically analyze and question the constructions of Europe through the act of storytelling.*
Subject-related competences	Kenntnisse der Narratologie und Erzähltheorien: Genres, Formate, crossmediales storytelling, Gattungsspezifika. Die Studierenden reflektieren die spezifische mediale Verfasstheit literarischer Texte und sonstiger Artefakte und bestimmen das Text-Bild-Verhältnis; grundlegende Kenntnisse der Medien- und Kulturgeschichte; Kenntnis und Anwendungskompetenz literatur- und medientheoretischer sowie kulturwissenschaftlicher Ansätze. *Knowledge of narratology and narrative theories: Genres, formats, cross-media storytelling, genre specifics. Students reflect on the specific medial constitution of literary texts and other artifacts and determine the text-image relationship; basic knowledge of media and cultural history; knowledge and application competence of approaches in literature and media theory as well as cultural studies.*
Methodical competences	Die Studierenden sind in der Lage, den Wandel der Narrationen mit gesellschafts- und diskursgeschichtlichen Veränderungen im Zusammenhang zu sehen und zu untersuchen. Darüber hinaus kennen sie die Grundzüge wichtiger geistesgeschichtlicher Ansätze (Dekonstruktion), Medientheorien (Semiotik, Raumtheorie, Filmtheorie) und kulturwissenschaftlicher Ansätze (Postkolonialismus, Gender Studies, Kulturanthropologie). *The students are able to recognize and analyze the change of narratives in connection with socio-historical and discourse-historical changes. In addition, they are familiar with the main aspects of important approaches in intellectual history (deconstruction), media theories (semiotics, spatial theory, film theory) and cultural studies (postcolonialism, gender studies, cultural anthropology).*
Social and self-competences	Entwicklung eigener Schwerpunkte und Interessen sowie Vernetzung, Anwendung und Vertiefung der im Studium erworbenen Kenntnisse und Fertigkeiten. *Development of own focuses and interests as well as linking, application and extension of the knowledge and skills acquired in the course of studies.*
Teaching and learning formats	Seminar, text reading, discussion, presentation, group work.

Person in charge		Prof. Dr. Margot Brink, Prof. Dr. Hedwig Wagner			
Prerequisites		none			
Language(s) of instruction		German			
EUF 9: **Submodule 1**	Narratologie/ Erzähltraditionen				
	Narratology / Traditions in Narration				
	Submodule ID		**Teaching format**		Seminar
	Teaching hours per week	2	**Workload (Submodule)**		60h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
	Max. group size	40		**Self-studies**	30h
EUF 9: **Examination**	Module examination				
	Examination ID		**Language**		German
	Form of assessment	Written paper	**Workload for preparation**		90h
	Graded assessment?	Yes			
	Additional Information regarding examination	Scope: 12-15 pages			
					Last changed on 01.12.2021

Module EUF 10					
Traditionen und Muster des Erzählens in der ästhetischen Analyse					
Traditions and patterns of narration in aesthetic analysis					
Europa-Universität Flensburg					
Module type		Compulsory			
Local module ID					
Credits (CP)		5			
Teaching hours per week		**2**			
Semester	Spring semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	30h	
Duration	One semester		**Self-studies**	120h	

Qualification objective	Die verschiedenen sprachlichen Formen der Europanarrative stehen im Zentrum dieses Seminars. Anknüpfend an das Modul ‚Narratologie / Erzähltraditionen' können die Studierenden ihr Wissen über Narratologie und Erzählmuster auf die medial zu differenzierende Analyse konkreter ästhetischer Artefakte anwenden. Topoi und Traditionen, aber auch Variationen und Brüche innerhalb der Europanarrative sollen versteh- und erkennbar werden. *The various language forms of European narratives are the focus of this seminar. Based on the module 'Narratology / Narrative Traditions', students can apply their knowledge of narratology and narrative patterns to the medially differentiated analysis of concrete aesthetic artifacts. Topoi and traditions, but also variations and discontinuities within the European narrative should become comprehensible and recognizable.*
Subject-related competences	Die Studierenden kennen die Grundzüge wichtiger literaturtheoretischer Ansätze (Strukturalismus/Post-strukturalismus, Hermeneutik, Ästhetik), Medientheorien und kulturwissenschaftlicher Herangehensweisen (Repräsentationstheorien, Machttheorien, Diskursanalyse). *Students know the main aspects of important approaches in literary theory (structuralism/post-structuralism, hermeneutics, aesthetics), media theories and cultural studies approaches (theories of representation, theories of power, discourse analysis).*
Methodical competences	Verschiedene Formen der Filmanalyse, Interpretationsmethoden literarischer Werke sowie Ästhetikanalyse. *Various forms of film analysis, methods of interpretation of literary works and aesthetic analysis.*
Social and self-competences	Entwicklung eigener Schwerpunkte und Interessen sowie Vernetzung, Anwendung und Vertiefung erworbener Kenntnisse und Fertigkeiten im Hinblick auf die Vorbereitung und Planung des medienkulturwissenschaftlichen Teils des Studiums. *Development of own focuses and interests as well as linking, application and extension of acquired knowledge and skills with regard to the preparation and planning of the media cultural studies part of the study program.*
Teaching and learning formats	Group work and presentation
Person in charge	Prof. Dr. Margot Brink, Prof. Dr. Hedwig Wagner
Prerequisites	none
Language(s) of instruction	German

EUF 10: **Submodule 1**	Traditionen und Muster des Erzählens in der ästhetischen Analyse				
	Traditions and patterns of narration in aesthetic analysis				
	Submodule ID		**Teaching format**		Seminar
	Teaching hours per week	2	**Workload (Submodule)**		60h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
	Max. group size	40		**Self-studies**	30h
EUF 10: **Examination**	Module examination				
	Examination ID		**Language**		German
	Form of assessment	Portfolio	**Workload for preparation**		90h
	Graded assessment?	Yes			
	Additional Information regarding examination	Portfolio of at least 2 different document types such as podcasts, tables (e.g. time-lines) and other forms of graphic knowledge visualization.			
					Last changed on 01.12.2021

Module EUF 11					
Spracherwerb III					
Language Acquisition III					
Europa-Universität Flensburg					
Module type		Compulsory			
Local module ID					
Credits (CP)		10			
Teaching hours per week		**10**			
Semester	Autumn semester	**Workload (overall)**		300h	
Turnus	Annual	**Thereof**	**Presence teaching**	150h	
Duration	One semester		**Self-studies**	150h	

Qualification objective	Neben der Behandlung ausgewählter Probleme der Grammatik steht die Produktion und Zusammenfassung von mündlichen und schriftlichen Texten im Fokus des Moduls. Anhand von Mustern unterschiedlicher Textsorten und literarischer Gattungen wird kreatives Schreiben erprobt. *In addition to addressing selected problems of grammar, the module focuses on the production and summarization of oral and written texts. Creative writing is tried out on the basis of samples of different text types and literary genres.*
Subject-related competences	Fähigkeit, das bisher erworbene Wissen über Wortschatz, Grammatik, Stilistik und Idiomatik in verschiedenen schriftsprachlichen und mündlichen Kontexten situationsangemessen anzuwenden. *Ability to apply previously acquired knowledge of vocabulary, grammar, stylistics and idioms in different written and oral contexts as appropriate to the situation.*
Methodical competences	Fähigkeit zur adressatengerechten Kommunikation in der Fremdsprache. Ability to communicate in the foreign language in a form suitable for the recipients.
Social and self-competences	Mündliche wie schriftliche Kommunikationsfähigkeit; Fähigkeit, das sprachliche Handeln verschiedenen Situationen und Kommunikationspartnern anzupassen; Fähigkeit, die eigene mündliche wie schriftliche Sprachkompetenz zu reflektieren und zu optimieren. *Oral and written communication skills; ability to adapt linguistic actions to different situations and communication partners; ability to reflect on and optimise the oral and written language competence.*
Teaching and learning formats	Eigenständiges Verfassen und Überarbeiten verschiedener Textsorten, Kleingruppenarbeit, Kurzvorträge. *Independent writing and revision of different types of texts, small group work, short presentations.*
Person in charge	Prof. Dr. Cordula Neis
Prerequisites	None
Language(s) of instruction	German, French, Spanish, English

EUF 11: **Submodule 1**	Spracherwerb Französisch I				
	Language acquisition French I				
	Submodule ID		**Teaching format**		Tutorial
	Teaching hours per week	4	**Workload (Submodule)**		90h
	Submodule type	Elective (students chose between 11.1 and 11.2)	**Thereof**	**Presence teaching**	60h
	Max. group size	20		**Self-studies**	30h
EUF 11: **Submodule 2**	Spracherwerb Spanisch I				
	Language acquisition Spanish I				
	Submodule ID		**Teaching format**		Tutorial
	Teaching hours per week	4	**Workload (Submodule)**		90h
	Submodule type	Elective (students chose between 11.1 and 11.2)	**Thereof**	**Presence teaching**	60h
	Max. group size	20		**Self-studies**	30h
EUF 11: **Submodule 3**	Spracherwerb Deutsch I				
	Language Acquisition German I				
	Submodule ID		**Teaching format**		Tutorial
	Teaching hours per week	4	**Workload (Submodule)**		90h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	60h
	Max. group size	20		**Self-studies**	30h
EUF 11: **Submodule 4**	Akademisches Englisch I				
	Acedemic English I				
	Submodule ID		**Teaching format**		Tutorial
	Teaching hours per week	2	**Workload (Submodule)**		45h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
	Max. group size	20		**Self-studies**	15h
EUF 11: **Examination**	Module examination				
	Examination ID		**Language**		German, English and French or Spanish
	Form of assessment		**Workload for preparation**		75h
	Graded assessment?	yes			
	Additional Information regarding examination	Written and oral language proficiency tests. NB. Die Anzahl der Sprachkurse in einer Fremdsprache pro Semester muss so gewählt werden, dass die vorgesehene Sprachprogression (siehe S. 2) pro Studienjahr erreicht werden kann. Ist das geforderte Sprachniveau in beiden Fremdsprachen (L 2 und L3) bereits erreicht, so sind sprachpraktische Kurse höherer Sprachniveaus zu wählen. *The number of language courses per semester must be chosen in such a way that the required language progression (see p. 2) can be achieved. If the required language*			

		level has already been reached in both foreign languages, practical language courses of higher language levels must be chosen.
		Last changed on 21.12.2021

Module EUF 12					
Materialität und Geschichte der europäischen Kommunikation					
Materiality and history of European communication					
Europa-Universität Flensburg					
Module type		Compulsory			
Local module ID					
Credits (CP)		7			
Teaching hours per week		**4**			
Semester	Autumn semester	**Workload (overall)**		210h	
Turnus	Annual	**Thereof**	**Presence teaching**	60h	
Duration	One semester		**Self-studies**	150h	

Qualification objective	In der Vorlesung (12.1) erwerben die Studierenden Grundlagenwissen hinsichtlich der Entwicklung, der Geschichte und Gegenwart der europäischen Idee und der verschiedenen Europadiskurse. Ausgehend von zentralen Texten der den Studiengang leitenden Fachdisziplinen werden unterschiedliche Vorstellungen von Europa erarbeitet und als diskursive Konstruktionen analysiert. Seminar (12.2) Materialität und Geschichte der europäischen Kommunikation: In den Kulturwissenschaften allgemein ist die Untersuchung der Materialität der Kommunikation ein wichtiger Bestandteil geworden, von der Schriftentwicklung über die Buchproduktion bis hin zur jetzigen Digitalisierung des Lebens sollen industrielle, ökonomische, technische / technologische Voraussetzungen der Produktion der Medien des Wissens in Augenschein genommen und in diesem Wechselspiel in ihrer gesamtgesellschaftlichen Bedeutung gesehen werden. Ebenso kann die neuere Forschungsrichtung der ‚Sprache der Objekte' und allgemeiner des new materialist turn zur Sprache kommen wie die eher historischen Ansätze der Materialität der Kommunikation, der Rezeptionsgeschichte, der regionalen Zirkulation und der Editionsphilologien. *In the lecture (12.1), students acquire basic knowledge regarding the development, history and present of the European idea and the different discourses on Europe. Based on central texts of the study programmes' disciplines, different conceptions of Europe are explored and analyzed as discursive constructions.* *Seminar (12.2) Materiality and History of European Communication: In cultural studies in general, the investigation of the materiality of communication has become an important component. From the development of writing and book production to the current digitalisation of life, the industrial, economic, technical and technological prerequisites for the production of the media of knowledge will be examined and their significance for society as a whole will be seen in this interplay. The more recent research field of the 'language of objects' and more generally the new materialist turn can also be discussed, as well as the more historical approaches to the materiality of communication, the history of reception, regional circulation and edition philologies.*
Subject-related competences	Kenntnisse der Europaidee (Akteure wie männliche und weiblich Intellektuelle, Schriftstellerinnen und Schriftsteller, Staatsmänner und -frauen, Strömungen, Texte), sowie Kenntnisse der Medien-, und Wissensgeschichte; Kenntnis und Anwendungskompetenz mediengeschichtlicher und medientheoretischer sowie kulturwissenschaftlicher Ansätze (Infrastrukturforschung). *Knowledge of the idea of Europe (actors such as male and female intellectuals, writers, statesmen and -women, currents, texts) and knowledge of the history of media and history of science; knowledge and application competence of media history and media theory as well as cultural studies approaches (infrastructure research).*
Methodical competences	Kenntnis und Reflexion unterschiedlicher medien- und kulturwissenschaftlicher Methoden wie z.B. der allgemeinen, kritischen und historischen Diskursanalyse, der Infrastrukturforschung, des materialist turn.

	Knowledge of and reflection on various media and cultural studies methods such as general, critical and historical discourse analysis, infrastructure research, the materialist turn.
Social and self-competences	Entwicklung eigener Schwerpunkte und Interessen sowie Vernetzung, Anwendung und Vertiefung erworbener Kenntnisse und Fertigkeiten im Hinblick auf die Vorbereitung und Planung des europakulturwissenschaftlichen Teils des Studiums. *Development of own focuses and interests as well as connection, application and extension of acquired knowledge and skills with regard to the preparation and planning of the European Cultural Studies part of the study program.*
Teaching and learning formats	Seminar mit Gruppenreferat oder -präsentation, Vorlesung *Seminar with group presentation, lecture*
Person in charge	Prof. Dr. Hedwig Wagner
Prerequisites	none
Language(s) of instruction	German

EUF 12: **Submodule 1**	Europanarrative				
	European Narratives				
	Submodule ID		**Teaching format**		Lecture
	Teaching hours per week	2	**Workload (Submodule)**		60h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
	Max. group size	60		**Self-studies**	30h
EUF 12: **Submodule 2**	Materialität und Geschichte der europäischen Kommunikation				
	Materiality and History of European Communication				
	Submodule ID		**Teaching format**		Seminar
	Teaching hours per week	2	**Workload (Submodule)**		90h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
	Max. group size	40		**Self-studies**	60h
EUF 12: **Examination**	Module examination				
	Examination ID		**Language**		German
	Form of assessment	Written exam	**Workload for preparation**		60h
	Graded assessment?	Yes			
	Additional Information regarding examination	Scope: 90 minutes			

Last changed on 01.12.2021

Module EUF 13					
	Oralität und Literalität				
	Orality and Literacy				
	Europa-Universität Flensburg				
	Module type		Compulsory		
	Local module ID				
	Credits (CP)		5		
	Teaching hours per week		**2**		
	Semester	Autumn semester	**Workload (overall)**		150h
	Turnus	Annual	**Thereof**	**Presence teaching**	30h
	Duration	One semester		**Self-studies**	120h

Qualification objective	Im Rahmen dieses Moduls wird das Verhältnis von Mündlichkeit und Schriftlichkeit anhand von Gebrauchstexten, Sachtexten und literarischen Texten untersucht. Dabei werden Charakteristika von Mündlichkeit und Schriftlichkeit auch im Zusammenhang der Differenzierung von Textsorten betrachtet. Anhand von Mustern unterschiedlicher Textsorten und literarischer Gattungen wird kreatives Schreiben erprobt. *In this module, the relationship between orality and written language is examined on the basis of texts of everyday use, non-fiction texts and literary texts. Characteristics of orality and writing are also studied in the context of the differentiation of text types. Creative writing is practiced on the basis of patterns of different text types and literary genres.*
Subject-related competences	Das Modul ermöglicht den Studierenden einen kritischen Blick auf den Unterschied zwischen Mündlichkeit und Schriftlichkeit. Die genaue Analyse von Charakteristika gesprochener und geschriebener Sprache und die Differenzierung von Textsorten erlaubt einen kompetenten Einsatz sprachlicher Mittel in verschiedenen Kommunikationssituationen. Sprachliches Handeln wird analysiert und reflektiert, womit eine Optimierung der kommunikativen Kompetenz einhergeht. *The module enables students to critically reflect on the difference between oral and written language. The precise analysis of characteristics of spoken and written language and the differentiation of text types allows a competent use of language in different communicative situations. Speech acts are analyzed and reflected, which is accompanied by an optimization of communicative competence.*
Methodical competences	Die Studierenden erlangen grundlegende Kompetenzen und Fertigkeiten im Umgang mit gesprochener und geschriebener Sprache, sowie mit den zahlreichen Zwischenformen, welche im Bereich zwischen den beiden Polen von Mündlichkeit und Schriftlichkeit in Erscheinung treten. Ihre Fähigkeiten im Hinblick auf die Analyse gesprochener und geschriebener Texte werden sowohl für literarische als auch für gebrauchstexte verschiedenster Disziplinen gefördert. *Students acquire basic competencies and skills in dealing with spoken and written language, as well as with the numerous subtypes that appear in the area between the two poles of orality and writing. Their skills with regard to the analysis of spoken and written texts will be developed for both literary and common texts from a wide range of disciplines.*
Social and self-competences	Die Studierenden können sich Fachinhalte angeleitet sowie selbstständig aneignen; sie sind fähig, individuelle und gruppenbasierte Arbeitsprozesse sinnvoll zu planen und zeitgerecht abzuschließen; sie vertiefen ihre Fähigkeit, Fachinhalte schriftlich und mündlich strukturiert unter besonderer Berücksichtigung der Medialität, methodisch reflektiert und adressatenbezogen zu kommunizieren; sie vertiefen ihre Analyse- und Kritikfähigkeit.

	The students are able to acquire subject content both supervised and independently; they are able to plan individual and group-based work processes sensibly and complete them in time; they strengthen their ability to communicate subject content in writing and orally in a structured form, with particular regard to mediality, in a methodically reflected process and in relation to the recipients; they strengthen their analytical and critical skills.
Teaching and learning formats	Seminardiskussion, mündliche Einzel- oder Gruppenpräsentationen, Gruppenarbeit, selbstständige Textarbeit und Erschließung weiterer Quellen und Daten, eigenständiges wissenschaftliches Arbeiten; Vermittlung der Ergebnisse in unterschiedlichen (medialen) Formaten. *Seminar discussion, oral individual or group presentations, group work, independent text work and development of further sources and data, independent academic work; communicating the results in various (media) formats.*
Person in charge	Prof. Dr. Cordula Neis, Prof. Dr. Hedwig Wagner
Prerequisites	None
Language(s) of instruction	German, French, Spanish, English

EUF 13: **Submodule 1**					
	Oralität und Literalität				
	Orality and Literacy				
	Submodule ID		**Teaching format**		Seminar
	Teaching hours per week	2	**Workload (Submodule)**		90h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
	Max. group size	40		**Self-studies**	60h

EUF 13: **Examination**				
	Module examination			
	Examination ID		**Language**	German, French, Spanish, English
	Form of assessment	Presentation and term paper	**Workload for preparation**	60h
	Graded assessment?	Yes		
	Additional Information regarding examination	Scope: 12-15 pages. The language of the module examination is determined by the teacher during the first two weeks of the lecture period.		

Last changed on 01.12.2021

Module EUF 14					
Intermedialität und Intertextualität					
Intermediality and intertextuality					
Europa-Universität Flensburg					
Module type		Compulsory			
Local module ID					
Credits (CP)		5			
Teaching hours per week		**2**			
Semester	Autumn semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	30h	
Duration	One semester		**Self-studies**	120h	

Qualification objective	Die Lehrveranstaltung befähigt die Studierenden mittels einer theoriegeleiteten Einführung in die Begriffe und Verfahren der Intertextualität und Intermedialität aus sprach-, kultur-, literatur- und medienwissenschaftlicher Perspektive, diese zu erkennen, zu erklären und zu differenzieren. Die Studierenden eignen sich Wissen über verschiedene intertextuelle und intermediale Verfahren an, die für die Konstruktion Europas im öffentlichen Diskurs entscheidend sind. Aus textlinguistischer Perspektive wird der Textbegriff erarbeitet, aus medienkulturwissenschaftlicher der Intermedialitätsbegriff. Die Spezifika verschiedener Textsorten werden am Ende des Moduls von den Studierenden erkannt und zugeordnet werden können, das Verhältnis von textuellen und bildhaften Elementen etwa bei Hypertexten wird überprüft und bewertet werden können. Zudem wird ausgeführt werden können, wie Intertextualität/Intermedialität erzeugt wird. Im Rahmen von kulturhistorischen Überlegungen zum Verhältnis zwischen Sprache und Schrift werden die Studierenden Überlegungen zum Verhältnis zwischen Sprache und Schrift anstellen wie z.B. Reflexionen zu schriftlosen Gesellschaften, unterschiedlichen Schriftsystemen und zur Entwicklung der Schrift vom Piktogramm bis zum Hypertext entwickeln. Insbesondere werden Konzeptionen von Schrift in Europa von der Renaissance bis zum 19. Jahrhundert kontrastiert, welche die lateinische Alphabetschrift mit „exotischen“ Schriftsystemen wie z.B. Hieroglyphen vergleichen. *The course offers a theory-based introduction to the concepts and procedures of intertextuality and intermediality from a linguistic, cultural, literary and media studies perspective. Students acquire knowledge about various intertextual and intermedial procedures that are crucial for the construction of Europe in public discourse. From a text linguistic perspective, the concept of text will be developed, and from a media cultural studies perspective, the concept of intermediality. At the end of the module, students will be able to recognize and classify the specifics of different types of texts, and they will be able to explore and evaluate the relationship between textual and pictorial elements, for example in hypertexts. In addition, it is work out how intertextuality/intermediality is generated. Within the framework of cultural-historical considerations on the relationship between language and writing, reflections are made on the relationship between language and writing, such as reflections on scriptless societies, different writing systems and the development of writing from the pictogram to the hypertext. In particular, conceptions of writing in Europe from the Renaissance to the 19th century are contrasted, comparing the Latin alphabet script with "exotic" writing systems such as hieroglyphics.*
Methodical competences	Die Studierenden erwerben Kenntnisse zu intertextuellen Verflechtungen und medialen Dependenzen. Sie können Verfahren der Textanalyse benutzen und z.B. auf die Konstruktion Europas im Text anwenden. Sie erfassen den Zusammenhang von Schrift und Bild vom Piktogramm bis zum Hypertext. Sie setzen sich mit verschiedenen, auch außereuropäischen Schriftsystemen und deren Beschreibung und Bewertung im Laufe der Jahrhunderte auseinander.

	The students acquire knowledge of intertextual connections and medial dependencies. They can use methods of text analysis and apply them, for example, to the construction of Europe in the text. They comprehend the connection between writing and images, from pictograms to hypertext. They discuss different writing systems, including non-European ones, and their description and evaluation over the course of the centuries.
Social and self-competences	Die Studierenden erwerben Kompetenzen in der Präsentation komplexer, vernetzter Gegenstände und Inhalte. In diesem Modul steht insbesondere die Selbstkompetenz des Empfangens von Informationen, des Reagierens auf diese Informationen und auf Mitstudierende sowie des Charakterisierens im Vordergrund, da ein wesentlicher Bestandteil des Moduls in der selbständigen Erschließung von Texten besteht. *The students acquire competences in the presentation of complex, interconnected objects and contents. In this module, the focus is particularly on self-competence, as an essential component of the module is the independent development of texts.*
Teaching and learning formats	Seminardiskussion, mündliche Präsentationen, selbstständige Textarbeit und Erschließung weiterer Quellen, eigenständiges wissenschaftliches Arbeiten; Vermittlung und Diskussion der Ergebnisse *Seminar discussion, oral presentations, independent text work and comprehension of further sources, independent academic work; communication and discussion of the results.*
Person in charge	Prof. Dr. Cordula Neis, Prof. Dr. Hedwig Wagner
Prerequisites	None
Language(s) of instruction	German, French, Spanish, English

EUF 14: Submodule 1

Intermedialität und Intertextualität				
Intermediality and intertextuality				
Submodule ID		**Teaching format**		Seminar
Teaching hours per week	2	**Workload (Submodule)**		90h
Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
Max. group size	40		**Self-studies**	60h

EUF 14: Examination

Module examination			
Examination ID		**Language**	German, French, Spanish, English
Form of assessment	Presentation and term paper	**Workload for preparation**	60h
Graded assessment?	Yes		
Additional Information regarding examination	Presentation: 30-45 minutes, term paper 12-15 pages. The language of the module examination is determined by the teacher during the first two weeks of the lecture period.		

Last changed on 01.12.2021

Module EUF 15					
	Intermediale Artefakte, Inszenierungsformen und Institutionen der kulturellen Vermittlung (Projektstudien)				
	Intermedia artefacts, forms of staging and institutions of cultural mediation (project studies)				
	Europa-Universität Flensburg				
	Module type		Compulsory		
	Local module ID				
	Credits (CP)		3		
	Teaching hours per week		**2**		
	Semester	Autumn semester	**Workload (overall)**		90h
	Turnus	Annual	**Thereof**	**Presence teaching**	30h
	Duration	One semester		**Self-studies**	60h
Qualification objective	In Ergänzung und Erweiterung des Seminars Intertextualität/Intermedialität, den Diskursen um Intertextualität und Intermedialität, wird in dieser Lehrveranstaltung das Verbindende ästhetischer Praktiken und narrativer Elemente zwischen Sprache / Kultur / Literatur und Medien von den Studierenden erkannt und veranschaulicht. Das Verhältnis der szenischen Künste zueinander kann dabei ebenso erklärt werden wie zwei medienkulturelle Artefakte unterschiedlichen Zeichencharakters verglichen werden können etwa beim crossmedia storytelling. Das Zusammenspiel von Digitalisierung und Europäisierung prägt die transnationale Kommunikation und europäische Lebensweisen. Auch die europäischen Kulturinstitutionen und ihre spezifischen Arbeitsweisen sind von dieser Entwicklung der Wissens- und Netzwerkgesellschaft gekennzeichnet. Die Studierenden können am Ende des Moduls diesen Nexus zusammenfassend darstellen und erklären. Neben der Materialität der Kommunikation ist nun auch die ‚immaterielle', digitale Kommunikation zu kennen und ihre Dynamiken und Erfordernisse zu verstehen, ist die Medienkonvergenz in Zeiten der Digitalisierung als europäische Lebensrealität für Kulturproduktionen und Kulturmanagement die bestimmende Grundlage. Dies gilt es zu überprüfen und zu entwickeln. *Complementing and expanding the seminar Intertextuality/Intermediality, the discourses on intertextuality and intermediality, this course will examine the unifying aesthetic practices and narrative elements between language / culture / literature and media. The relation of the scenic arts to each other can be addressed as well as the comparison of two media-cultural artefacts of different sign character, for example in crossmedia storytelling.* *The interplay of digitalisation and Europeanisation is shaping transnational communication and European ways of life. European cultural institutions and their specific ways of working are also characterised by this development of the knowledge and network society. At the end of the module, students will be able to synthesize and explain this nexus. In addition to the materiality of communication, 'immaterial', digital communication must now also be known and its dynamics and requirements understood. In times of digitalisation, media convergence as a European living reality is the determining factor for cultural productions and cultural management. This needs to be assessed and developed.*				
Subject-related competences	Die Studierenden sind dazu befähigt, ausgehend von einem gemeinsamen Thema unter Anleitung fachwissenschaftliche Fragestellungen aus dem Bereich der französischen Sprach-, Literatur- und Kulturwissenschaft oder Landeskunde zu formulieren, diese interdisziplinär zu perspektivieren und durch eigene Quellen- und Datenrecherche zu erweitern sowie schließlich methodisch angemessen in Gruppenarbeit weiter-				

	zuentwickeln. Zudem sind sie in der Lage, die gemeinsam entwickelten fachwissenschaftlichen Erkenntnisse praxisorientiert – ggf. auch für die außerschulische (Kultur-) Vermittlung – aufzubereiten und adressatenbezogen nach außen zu kommunizieren. *Starting from a common theme and under supervision, students are able to formulate academic questions from the fields of French linguistics, literature, cultural studies or regional studies, to give these questions an interdisciplinary perspective and to extent them by conducting source and data research and finally to develop them methodically and adequately in group work. In addition, they are able to process the jointly developed academic findings in a practice-oriented form – if necessary also for non-institutional (cultural) education – and to communicate them to external communities in an audience-specific format.*
Methodical competences	Kritisches Verständnis ausgewählter komplexer Fachinhalte; vertiefte Analysekompetenzen; Umgang mit Interdisziplinarität; Fähigkeit zur angeleiteten Entwicklung von forschungsrelevanten Fragestellungen und zur Quellenrecherche bzw. Datenerhebung; Fähigkeit zur Vermittlung in verschiedenen Kontexten. Fähigkeit, mit fachwissenschaftlichen Texten kritisch umzugehen; Kenntnis weiterer fach-wissenschaftlicher sowie ggf. interdisziplinärer Methoden von Analyse und Recherche; Fähigkeit, das erworbene Wissen in angeleiteten fachwissenschaftlichen Arbeiten anzuwenden; praxisorientierte Vermittlungskompetenzen und Fähigkeit zur adressatenbezogenen Kommunikation; Beherrschung von Präsentationstechniken (z.B. mündliches Vortragen, Visualisierung); Fähigkeit, vorhandenes Wissen auf neue Probleme anzuwenden; sicherer Umgang mit dem Computer (auch zur Erstellung multimedialer Präsentationsformen). *Critical understanding of selected complex subject matter; in-depth analytical skills; interdisciplinary awareness; ability to develop research questions in a guided process and to research sources or collect data; ability to communicate in a variety of (also extra-curricular) contexts.* *Ability to work critically with scientific texts; knowledge of other scientific and, if necessary, interdisciplinary methods of analysis and research; ability to apply the acquired knowledge in guided scientific work; practice-oriented communication skills and ability to communicate recipient-specific; proficiency in presentation techniques (e.g. oral presentation, visualization); ability to apply existing knowledge to new problems; proficient use of the computer (also for the creation of multimedia presentations).*
Social and self-competences	Fähigkeit zu erfolgreicher und effektiver Gruppenarbeit; Fähigkeit, sich komplexe Fachinhalte selbstständig anzueignen und diese ggf. auszuweiten; interkulturelle und interdisziplinäre Sensibilität; Vertiefung des Habitus des forschenden Lernens; Sensibilität für Vermittlungsarbeit und Rezeption durch Adressaten. *Ability to work successfully and effectively in groups; ability to independently acquire complex subject matter and to extend it as necessary; intercultural and interdisciplinary sensitivity; consolidation of the process of research-based learning; sensitivity to communication and reception.*
Teaching and learning formats	Seminardiskussion, mündliche Einzel- oder Gruppenpräsentationen, Gruppenarbeit, selbstständige Textarbeit und Erschließung weiterer Quellen und Daten, eigenständiges wissenschaftliches Arbeiten; Vermittlung der Ergebnisse in unterschiedlichen (medialen) Formaten. *Seminar discussion, oral individual or group presentations, group work, independent text work and exploration of further sources and data, independent scientific work; communication of the results in different (media) formats.*
Person in charge	Prof. Dr. Hedwig Wagner
Prerequisites	none
Language(s) of instruction	German

EUF 15: **Submodule 1**	Forschungs- oder praxisorientierte Projektarbeit: Intermediale Artefakte, Inszenierungsformen und Institutionen der kulturellen Vermittlung				
	Research or practice-oriented project work: Intermedia artefacts, forms of staging and institutions of cultural mediation				
	Submodule ID		**Teaching format**		Project work
	Teaching hours per week	2	**Workload (Submodule)**		60h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
	Max. group size	40		**Self-studies**	30h
EUF 15: **Examination**	Module examination				
	Examination ID		**Language**		German
	Form of assessment	Group work with presentation	**Workload for preparation**		30h
	Graded assessment?	Yes			
	Additional Information regarding examination				
					Last changed on 01.12.2021

Module EUF 16					
	Spracherwerb IV				
	Language Acquisition IV				
	Europa-Universität Flensburg				
	Module type		Compulsory		
	Local module ID				
	Credits (CP)		10		
	Teaching hours per week		**10**		
	Semester	Autumn semester	**Workload (overall)**		300h
	Turnus	Annual	**Thereof**	**Presence teaching**	150h
	Duration	One semester		**Self-studies**	150h

Qualification objective	Neben der Behandlung ausgewählter Probleme der Grammatik steht die Produktion und Zusammenfassung von mündlichen und schriftlichen Texten im Fokus des Moduls. Anhand von Mustern unterschiedlicher Textsorten und literarischer Gattungen wird kreatives Schreiben erprobt. *In addition to addressing selected problems of grammar, the module focuses on the production and summarization of oral and written texts. Creative writing is practiced on the basis of various types of texts and literary genres.*
Subject-related competences	Fähigkeit, das bisher erworbene Wissen über Wortschatz, Grammatik, Stilistik und Idiomatik in verschiedenen schriftsprachlichen und mündlichen Kontexten situationsangemessen anzuwenden. *Ability to apply previously acquired knowledge of vocabulary, grammar, stilistics and idioms in different written and oral contexts as appropriate to the situation.*
Methodical competences	Fähigkeit zur adressatengerechten Kommunikation in der Fremdsprache. Ability to communicate in the foreign language recipient related.
Social and self-competences	Mündliche wie schriftliche Kommunikationsfähigkeit; Fähigkeit, das sprachliche Handeln verschiedenen Situationen und Kommunikationspartnern anzupassen; Fähigkeit, die eigene mündliche wie schriftliche Sprachkompetenz zu reflektieren und zu optimieren. *Oral and written communication skills; ability to adapt linguistic actions to different situations and communication partners; ability to reflect on and optimise oral and written language competence.*
Teaching and learning formats	Eigenständiges Verfassen und Überarbeiten verschiedener Textsorten, Kleingruppenarbeit, Kurzvorträge. *Independent writing and revision of different types of texts, small group work, short presentations.*
Person in charge	Prof. Dr. Cordula Neis
Prerequisites	None
Language(s) of instruction	German, French, Spanish, English

EUF 16: **Submodule 1**	Spracherwerb Französisch II				
	Language acquisition French II				
	Submodule ID		**Teaching format**		Tutorial
	Teaching hours per week	4	**Workload (Submodule)**		90h
	Submodule type	Electice (students chose between 16.1 and 16.2)	**Thereof**	**Presence teaching**	60h
	Max. group size	20		**Self-studies**	30h
EUF 16: **Submodule 2**	Spracherwerb Spanisch II				
	Language acquisition Spanish II				
	Submodule ID		**Teaching format**		Tutorial
	Teaching hours per week	4	**Workload (Submodule)**		90h
	Submodule type	Electice (students chose between 16.1 and 16.2)	**Thereof**	**Presence teaching**	60h
	Max. group size	20		**Self-studies**	30h
EUF 16: **Submodule 3**	Spracherwerb Deutsch II				
	Language acquisition German II				
	Submodule ID		**Teaching format**		Tutorial
	Teaching hours per week	4	**Workload (Submodule)**		90h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	60h
	Max. group size	20		**Self-studies**	30h
EUF 16: **Submodule 4**	Akademisches Englisch II				
	Academic English II				
	Submodule ID		**Teaching format**		Tutorial
	Teaching hours per week	2	**Workload (Submodule)**		45h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
	Max. group size	20		**Self-studies**	15h
EUF 16: **Examination**	Module examination				
	Examination ID		**Language**		German, English and French or Spanish
	Form of assessment		**Workload for preparation**		75h
	Graded assessment?	yes			
	Additional Information regarding examination	Written and oral language proficiency tests. NB. Die Anzahl der Sprachkurse in einer Fremdsprache pro Semester muss so gewählt werden, dass die vorgesehene Sprachprogression (siehe S. 2) pro Studienjahr erreicht werden kann. Ist das geforderte Sprachniveau in beiden Fremdsprachen (L 2 und L3) bereits erreicht, so sind sprachpraktische Kurse höherer Sprachniveaus zu wählen. *The number of language courses per semester must be chosen in such a way that the required language progression (see p. 2) can be achieved. If the required language*			

		level has already been reached in both foreign languages, practical language courses of higher language levels must be chosen.
		Last changed on 21.12.2021

Module EUF 17					
Europäische Kultur- und Theorietransferprozesse					
European cultural and theory transfer processes					
Europa-Universität Flensburg					
Module type		Compulsory			
Local module ID					
Credits (CP)		7			
Teaching hours per week		**4**			
Semester	Autumn semester	**Workload (overall)**		210h	
Turnus	Annual	**Thereof**	**Presence teaching**	60h	
Duration	One semester		**Self-studies**	150h	

Qualification objective	Im Zentrum von Teilmudol 17.1 stehen Übertragungsprozesse aller Art. Gegenstände der theoretischen Reflexion dieses Seminars sind die für die Medienwissenschaft zentrale Mediation, Medienbegriffe und ihre Konzepte, die im frz. Sprachraum wichtige médiation culturelle, die für die europäische und die Global-Geschichte tragende Infrastruktur (Transport) als die einigende Basis Europas, die für Postcolonial Studies und interkulturellen Bezüge wichtigen identitären Transfers sowie Kultur- und Sprachtransfer bei interkulturellen Begegnungen. Die Studierenden erkennen diese und können sie benennen. Ebenso werden ästhetische Praktiken des Kultur- und Medientransfers von den Studierenden analysiert, so z.B. die Art und Weise wie Genrekonventionen als Mittel des Kulturtransfers fungieren. Auch die Metapher kann als ein solch sprachlicher Bedeutungstransport betrachtet werden, der insbesondere in wissenssoziologischer / wissensgeschichtlicher Hinsicht eine wichtige Rolle für die Wissenszirkulation spielt. Die Studierenden können diese Transfers identifizieren und voneinander differenzieren. Komplementär dazu werden in Teilmodul 17.2 – ausgehend von der Materialität der Kommunikation – die ästhetisch-praktische Seite der medienkulturellen Artefakte und Objekte und ihr sozialer Gebrauch sowie ihre allgemeine Aussagekraft in den verschiedensten Zusammenhängen (Museum, Inszenierung etc.) von den Studierenden analysiert. Auf der Basis der Korrespondenz Europas zu außereuropäischen Entwicklungen werden Strömungen der Sprach-, Medien-, Literatur-, Kulturgeschichte wie Wissensgeschichte vom Mittelalter über die Neuzeit bis in die Jetztzeit hinein dargelegt. Insbesondere die internationale Wissensproduktion und -zirkulation soll in Augenschein genommen werden. *Submodule 17.1 will focus on transfer processes of all kinds. Objects of theoretical reflection in this seminar are mediation, which is central to media studies, media terms and their concepts, médiation culturelle, which is important in the French-speaking world, infrastructure (transport), which is the unifying basis of European and global history, identitary transfers, which are important for postcolonial studies and intercultural references, as well as culture and language transfer in intercultural encounters.* *The students recognize these and can name them. Furthermore, aesthetic practices of cultural and media transfer are analyzed by the students, e.g. the way genre conventions function as a means of cultural transfer. Metaphors can also be considered as such a linguistic transport of meaning, which plays an important role in the circulation of knowledge especially in the sociology of knowledge / history of knowledge. Students will be able to identify and differentiate these transfers.* *Starting from the materiality of communication, students will analyse in submodule 17.2 the aesthetic-practical side of media-cultural artefacts and objects and their social use and their general expressiveness in various contexts (museum, staging etc.). On the basis of Europe's correspondence with non-European developments, tendencies in the history of language, media, literature, knowledge and culture will be outlined from the*

	Middle Ages through modern times up to the present day. In particular, the international production and circulation of knowledge will be examined.
Subject-related competences	Detaillierte Kenntnisse exemplarischer Phänomene und Artefakte unter Berücksichtigung medien- und wissensgeschichtlicher Entwicklungen; Fähigkeit, die Spezifik einzelner Phänomen und Artefakte im Kontext europäischen Transfers und Multilingualität zu situieren; Interpretation von Wissensobjekten in ihren gesellschafts- und wissensgeschichtlichen Zusammenhängen unter Berücksichtigung des epistemischen und diskursiven Wandels; Fähigkeit, Periodisierungsfragen (Ideenzirkulation) und genealogische Ansätze zu erkennen und kritisch zu hinterfragen. *Detailed knowledge of exemplary phenomena and artefacts, taking into account developments in the history of media and the history of knowledge; ability to situate the specifics of individual phenomena and artefacts in the context of European transfer and multilingualism; interpretation of objects of knowledge in their social and knowledge-historical contexts, taking into account epistemic and discursive change; ability to recognise and critically question questions of periodisation (circulation of ide-as) and genealogical approaches*
Methodical competences	Kenntnis und Reflexion unterschiedlicher literatur-, medien- und kulturwissenschaftlicher Methoden, in Sonderheit Kulturanalyse, ästhetische Analyse, ästhetische Produktion. *Knowledge and reflection of different methods of literature, media and cultural studies, in particular cultural analysis, aesthetic analysis, aesthetic production.*
Social and self-competences	Entwicklung eigener kulturproduzierender Ausdrucksfähigkeit, Anwendung und Vertiefung erworbener Kenntnisse und Fertigkeiten im Hinblick auf ein kulturvermittelndes Prozedere. *Development of personal culture-producing expressiveness, application and further development of acquired knowledge and skills with regard to a culture-mediating procedure.*
Teaching and learning formats	Seminar, text reading, discussion, presentation, portfolio
Person in charge	Prof. Dr. Hedwig Wagner
Prerequisites	none
Language(s) of instruction	German

EUF 17: **Submodule 1**				
Transfer/Transport/Transmissionen				
Transfer/Transport/Transmissions				
Submodule ID		**Teaching format**		Seminar
Teaching hours per week	2	**Workload (Submodule)**		75h
Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
Max. group size	40		**Self-studies**	45h

EUF 17: **Submodule 2**				
Europäische Kultur- und Theorietransferprozesse				
European cultural and theory transfer processes				
Submodule ID		**Teaching format**		Seminar
Teaching hours per week	2	**Workload (Submodule)**		75h
Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
Max. group size	40		**Self-studies**	45h

EUF 17: **Examination**	Module examination			
	Examination ID		**Language**	German
	Form of assessment	Written Paper or Portfolio	**Workload for preparation**	60h
	Graded assessment?	Yes		
	Additional Information regarding examination	Students write the term paper (12-15 pages) in one of the thematic seminars in sub-module 17.1 or 17.2, alternatively they can submit a portfolio of a similar scope.		
				Last changed on 01.12.2021

Module EUF 18					
	Translation/Übersetzung in Theorie und Praxis				
	Orality and Literacy				
	Europa-Universität Flensburg				
	Module type		Compulsory		
	Local module ID				
	Credits (CP)		5		
	Teaching hours per week		**2**		
	Semester	Autumn semester	**Workload (overall)**		150h
	Turnus	Annual	**Thereof**	**Presence teaching**	30h
	Duration	One semester		**Self-studies**	120h

Qualification objective	Die Studierenden werden im Rahmen dieses Moduls mit Übersetzungstheorien aus Geschichte und Gegenwart vertraut gemacht. Anhand von literarischen Beispielen (wie etwa aus der Lyrik bzw. der Kinder- und Jugendliteratur) lernen die Studierenden text-spezifische Probleme der Übersetzung wie z.B. besondere Metaphorik, kulturspezifische Metaphern, Fragen der Reimstruktur, Jugendjargon, individueller Stil des Autors, Übersetzung von Wortneuschöpfungen etc. oder Probleme der Übersetzung fingierter Mündlichkeit kennen. Durch den Vergleich von Übersetzungen in verschiedenen europäischen Sprachen erwerben sie auch Kompetenzen in kontrastiver Translatologie. *In this module, translation theories in history and the present are addressed. Using literary examples (such as poetry or children's and youth literature), text-specific problems of translation such as special metaphors, culture-specific metaphors, questions of rhyme structure, youth jargon, individual style of the author, translation of neologisms, etc.) or problems of translating fictitious orality are examined. By comparing translations in different European languages, contrastive questions of translation are also addressed.*
Subject-related competences	Die Studierenden erwerben Grundkenntnisse in Translatologie, kontrastiver Linguistik, Stilistik und linguistischer Pragmatik. Sie sind in der Lage, Übersetzungen kritisch zu analysieren und werden für kulturelle Differenzen, die sich etwa im Gebrauch von Metaphern und Phraseologismen äußern, sensibilisiert *Students acquire basic knowledge in translatology, contrastive linguistics, stilistics and linguistic pragmatics. They are able to critically analyse translations and are sensitised to cultural differences, which are expressed, for example, in the use of metaphors and phraseologisms.*
Methodical competences	Durch die Praxis des Übersetzens ebenso wie durch die Untersuchung von Übersetzung werden vernetztes Denken, sprachlich-kulturelle Transferleistungen und kritisches Reflexionsvermögen nachdrücklich gefördert. Die Auseinandersetzung mit Übersetzungen fördert zudem Kompetenzen in Bezug auf den Perspektivwechsel, indem Spezifika der Sprache und Kultur der verwendeten Sprachen in den Fokus gelangen. *Interconnected thinking, linguistic-cultural transfer and critical reflection are promoted through the practice of translation as well as through the the analysis of translations. The analysis of translations also promotes competencies with regard to a change of perspective by focusing on the specifics of the language and culture of the languages used.*
Social and self-competences	In diesem Modul steht im Besonderen die Selbstkompetenz der Lerner im Vordergrund, da der Übersetzungsprozess ein hohes Maß an Konzentrationsfähigkeit, Kreativität, Abstraktionsfähigkeit und Ausdauer voraussetzt und zugleich weiterentwickelt. *In this module, the focus is on the learners' self-competence, as the translation process requires a high level of concentration, creativity, abstraction and perseverance, and at the same time develops them.*

Teaching and learning formats	Gemeinsame Analyse und Kritik von Übersetzungen, praktische Übersetzungsübungen, Seminardiskussion, mündliche Präsentationen, selbstständige Textarbeit und Erschließung weiterer Quellen, eigenständiges wissenschaftliches Arbeiten; Vermittlung und Diskussion der Ergebnisse *Joint analysis and critique of translations, practical translation exercises, seminar discussion, oral presentations, independent text work and development of further sources, independent scientific work; communication and discussion of the results.*
Person in charge	Prof. Dr. Cordula Neis
Prerequisites	None
Language(s) of instruction	German, French, Spanish, English

EUF 18: **Submodule 1**					
Translation/Übersetzung in Theorie und Praxis					
Translation/Translation in Theory and Practice					
Submodule ID		**Teaching format**		Seminar	
Teaching hours per week	2	**Workload (Submodule)**		90h	
Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h	
Max. group size	40		**Self-studies**	60h	

EUF 18: **Examination**			
Module examination			
Examination ID		**Scope**	German, French, Spanish, English
Form of assessment	Presentation and term paper	**Workload for preparation**	60h
Graded assessment?	Yes		
Additional Information regarding examination	Scope of term paper: 12-15 pages. The language of the module examination is determined by the teacher during the first two weeks of the lecture period.		

Last changed on 01.12.2021

Module EUF 19					
	Kontakt und Konflikt – kulturelle Mediationen				
	Contact and conflict – cultural mediations				
	Europa-Universität Flensburg				
	Module type		Compulsory		
	Local module ID				
	Credits (CP)		5		
	Teaching hours per week		**2**		
	Semester	Autumn semester	**Workload (overall)**		150h
	Turnus	Annual	**Thereof**	**Presence teaching**	30h
	Duration	One semester		**Self-studies**	120h

Qualification objective	In diesem Modul wird auf Europa als Raum der Kontakte, des Austauschs, aber auch der vielfältigen Konflikte in Geschichte und Gegenwart fokussiert. Dabei stehen insbesondere die kulturell vermittelten Konfliktlösungsstrategien im Zentrum: Die Studierenden wissen um die Konflikt entschärfende oder lösende Funktion der Kultur und können diese mit Bezug auf folgende Themenbereiche aufzeigen und analysieren: transnationale Mittlerfiguren, Kulturtransfer als Mediation, europäische Kulturinstitutionen und Bildungsräume. Ebenfalls wird die Frage nach dem Umgang mit Widerstreit und Dissens als zentrale Elemente des demokratischen Diskurses in Europa Gegenstand des Moduls sein. *This module focuses on Europe as a space of contacts, exchange, but also of diverse conflicts in history and present. In particular, the culturally mediated conflict resolution strategies are of interest: The students know about the conflict defusing or solving function of culture and can identify and analyze it with reference to the following topics: transnational mediators, cultural transfer as mediation, European cultural institutions and educational spaces. The module will also address the question of how to approach conflict and dissent as central elements of democratic discourse in Europe.*
Methodical competences	Die Studierenden sind in der Lage, den Wandel der Narrationen mit gesellschafts- und diskursgeschichtlichen Veränderungen im Zusammenhang zu sehen und zu untersuchen. Darüber hinaus beherrschen sie die Grundzüge wichtiger theoretischer Ansätze aus dem Bereich des Kulturtransfers, der Transkulturalität und der Konfliktforschung, der Medientheorien (Semiotik, Raumtheorie, Filmtheorie) und kulturwissenschaftlicher Ansätze (Postkolonialismus, Gender Studies, Kulturanthropologie). *The students are able to recognize and analyze the change of narratives in the context of socio-historical and discourse-historical changes. In addition, they can apply the fundamentals of important theoretical concepts from the fields of cultural transfer, transculturality and conflict research, media theories (semiotics, spatial theory, film theory) and cultural science concepts (postcolonialism, gender studies, cultural anthropology).*
Social and self-competences	Entwicklung eigener Schwerpunkte und Interessen sowie Vernetzung, Anwendung und Vertiefung der im Studium erworbenen Kenntnisse und Fertigkeiten. Außerdem lernen die Studierenden Konfliktlösungsstrategien und Möglichkeiten sowie Grenzen interkultureller Kommunikation kennen. Sie können vor diesem Hintergrund ihr eigenes Handeln und ihr Selbstbild reflektieren. *Development of individual focuses and interests as well as interconnection, application and extension of the knowledge and skills acquired in the course of study. In addition, students learn conflict resolution strategies and the possibilities and limitations of intercultural communication. With this background, they can reflect on their own actions and their self-image.*
Teaching and learning formats	Seminar, Textlektüre, Diskussion, Präsentation, Gruppenarbeit, digitale Kommunikation der Ergebnisse - z. B. Schreiben eines Blogs.

		Seminar, text reading, discussion, presentation, group work, digital communication of results – e.g. blog writing.			
Person in charge		Prof Dr. Margot Brink			
Prerequisites		none			
Language(s) of instruction		German			
EUF 19: **Submodule 1**	Kontakt und Konflikt – kulturelle Mediationen				
	Contact and conflict – cultural mediations				
	Submodule ID		**Teaching format**		Seminar
	Teaching hours per week	2	**Workload (Submodule)**		90h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
	Max. group size	40		**Self-studies**	60h
EUF 19: **Examination**	Module examination				
	Examination ID		**Language**		German
	Form of assessment	Oral Exam	**Workload for preparation**		60h
	Graded assessment?	Yes			
	Additional Information regarding examination	Scope: 20 minutes			
					Last changed on 01.12.2021

Module EUF 20					
	Transferprozesse (Forschungs- und Projektstudien)				
	Transfer processes (research und project studies)				
	Europa-Universität Flensburg				
	Module type		Compulsory		
	Local module ID				
	Credits (CP)		3		
	Teaching hours per week		**2**		
	Semester	Autumn semester	**Workload (overall)**		90h
	Turnus	Annual	**Thereof**	**Presence teaching**	30h
	Duration	One semester		**Self-studies**	60h

Qualification objective	In dieser Forschungs- und Projektübung gewinnen die Studierenden ein differenziertes Verständnis der Transferterminologie und lernen beispielhaft verschiedene kulturelle Übertragungsprozesse kennen: Die für die Medienwissenschaft zentrale Mediation, Medienbegriffe und ihre Konzepte, die im frz. Sprachraum wichtige *médiation culturelle*, die für die europäische und die Global-Geschichte tragende Infrastruktur (Transport) als die einigende Basis Europas, die für Postcolonial Studies und interkulturellen Bezüge wichtigen identitären Transfers sowie Kultur- und Sprachtransfer bei interkulturellen Begegnungen sind Gegenstände der Projektarbeit. Auf der Basis dieses Wissens sind die Studierenden in der Lage, in projektbezogener Gruppenarbeit eine spezifische Transferthematik (z.B. Genrekonventionen oder Metaphern als Mittel des Kultur- und Wissenstransfers; kulturelle Mittlerfiguren; Theorietransferprozesse) zu erarbeiten, zu analysieren und die Ergebnisse zu präsentieren. *In this research and project exercise, students gain a differentiated understanding of transfer terminology and become familiar with various exemplary cultural transfer processes: Mediation, which is central to media studies, media terms and their concepts, médiation culturelle, which is important in the French-speaking world, infrastructures (transport) as the unifying basis of Europe, which are important for European and global history, identitary transfers, which are important for postcolonial studies and intercultural relations, as well as cultural and linguistic transfers in intercultural encounters are the subjects of the project work. Based on this knowledge, students are able to work in project-related groups on a specific transfer topic (e.g. genre conventions or metaphors as a means of cultural and knowledge transfer; cultural mediator positions; theory transfer processes), to analyze it and to present the results.*
Subject-related competences	Die Studierenden erwerben einen Überblick über theoretische Konzepte zu Kultur- und Medientransfer und die damit zusammenhängenden fachwissenschaftlichen Termini, die sie wissenschaftlich korrekt anwenden und zugleich kritisch reflektieren können. Das Bewusstsein für die Bedeutung von Prozessen des Transfers und von travelling concepts (M. Bal) für die Herstellung eines europäischen Wissensraums wird geschärft. Die Studierenden sind in der Lage, die interkulturellen und intermedialen Transferprozesse kultur- und sprachsensibel zu analysieren und zu verstehen. *The students develop an orientation towards theoretical concepts of cultural and media transfer and the related scientific terms, which they can use scientifically correct and reflect critically at the same time. The awareness of the importance of processes of transfer and of traveling concepts (M. Bal) for the production of a European sphere of knowledge is developed. The students are able to analyze and understand the intercultural and intermedial transfer processes in a culture and language sensitive form.*
Methodical competences	Die Studierenden sind in der Lage, ein Forschungs- und Projektdesign auf der Grundlage der Kultur- und Medientransferforschung zu entwerfen (Analyse der Kontexte der Ziel- und Ausgangkulturen, der Mittlerfiguren und der medialen tools, Reichweite und

	Wirkung der Transfer- und Übersetzungsprozesse). Angeeignet werden außerdem adressatenadäquate Präsentationstechniken der Projektergebnisse. *Students will be able to develop a research and project design based on cultural and media transfer research (analysis of the contexts of both the target and the source cultures, the mediators and the media tools, the scope and impact of the transfer and translation processes). In addition, students will develop presentation techniques for the project results appropriate for the context.*
Social and self-competences	Fähigkeit zu erfolgreicher und effektiver Gruppenarbeit; Fähigkeit, sich komplexe Fachinhalte selbstständig anzueignen und diese ggf. auszuweiten; interkulturelle und interdisziplinäre Sensibilität; Vertiefung des Habitus des forschenden Lernens; Sensibilität für Vermittlungsarbeit und Rezeption durch Adressaten. *Ability for successful and effective group work; ability to independently acquire complex subject contents and to expand these if necessary; intercultural and interdisciplinary sensitivity; consolidation of research-based learning; sensitivity for mediation work and reception in contexts.*
Teaching and learning formats	Seminardiskussion, mündliche Einzel- oder Gruppenpräsentationen, Gruppenarbeit, selbstständige Textarbeit und Erschließung weiterer Quellen und Daten, eigenständiges wissenschaftliches Arbeiten; Vermittlung der Ergebnisse in unterschiedlichen (medialen) Formaten. *Seminar discussion, oral individual or group presentations, group work, independent Seminar discussion, oral individual or group presentations, group work, independent text work and exploration of further sources and data, independent scientific work; communication of the results in various (media) formats.*
Person in charge	Prof. Dr. Hedwig Wagner
Prerequisites	none
Language(s) of instruction	German

EUF 20: Submodule 1

Transferprozesse (Forschungs- und Projektstudien)

Transfer processes (research und project studies)

Submodule ID		**Teaching format**		Project work
Teaching hours per week	2	**Workload (Submodule)**		60h
Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
Max. group size	40		**Self-studies**	30h

EUF 20: Examination

Module examination

Examination ID		**Language**	German
Form of assessment	Group work with presentation	**Workload for preparation**	30h
Graded assessment?	Yes		
Additional Information regarding examination			

Last changed on 01.12.2021

Modules at Université de Strasbourg (UNISTRA 1 to UNISTRA 12)

UNISTRA – Year 1

Module UNISTRA 1					
Langue et linguistique – Allemand / Espagnol / Anglais I					
Language and linguistics – German / Spanish / Englisch I					
Université de Strasbourg					
Module type		Obligatory			
Local module ID					
Credits (CP)		12			
Teaching hours per week		**10**			
Semester	Autumn semester	**Workload (overall)**		300h	
Turnus	Annual	**Thereof**	**Presence teaching**	120h	
Duration	One semester		**Self-studies**	180h	
Last changed on 17.06.2021					

UNISTRA 1: **Submodule 1**				
	Allemand : expression écrite et orale – entraînement sur textes de presse			
	German: writing and speaking skills (newspaper articles)			
	Qualification objective	Le cours vise à un panorama de l'actualité des pays germanophones à partir d'articles tirés de la presse allemande, autrichienne et suisse. La lecture et l'analyse des articles permettra un travail sur la langue écrite et orale (comprehension, discussions, argumentations, exposés…) et sera l'occasion d'aborder des questions de civilisation actuelles. *The course aims to provide an overview of current events in German-speaking countries based on articles from the German, Austrian and Swiss press. The reading and analysis of the articles will allow work on written and oral language (comprehension, discussions, arguments, presentations...) and will be an opportunity to tackle current questions of civilisation.*			
	Subject specific competences	Acquisition de connaissances sur les questions d'actualité dans les pays de langue allemande. *Acquiring knowledge about current issues in German-speaking countries.*		
	Methodical competences	Entraînement des compétences de compréhension écrite, d'expression écrite et orale. Analyse de textes de presse. *Training in reading, writing and speaking skills. Analysis of press texts.*		
	Social and self-comptences	Pratique de l'écoute de l'autre et de l'interaction de communication au sein d'un groupe. Entraînement à la prise de parole en public. *Practice in listening to others and communicating within a group. Training for public speaking.*		
	Teaching and learning formats	*Seminar / classroom discussions – student presentations*		
	Teaching language(s)	German, French		
	Person in charge	Isabelle Schaller (2020)		
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	2	**Workload (Submodule)**	50h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Thereof** **Self-studies**	26h
	Examination	Presentation and written exam (60 minutes); graded		
	Examination ID		**Examination language**	German

UNISTRA 1: **Submodule 2**				
	Allemand : grammaire descriptive et appliquée I			
	German: Descriptive and applied grammar I			
	Qualification objective	Le cours de grammaire, consacré au groupe verbal au S1, traite entre autres des thèmes suivants : groupes syntaxiques, temps verbaux, verbes modaux, passifs et modes. Au S2, le cours est principalement consacré au groupe nominal (GN) et traite des thèmes suivants: constituants du GN, genres et pluriel des noms, cas (déclinaisons), adjectifs et participes substantivés, masculins faibles. *The grammar course, dedicated to the verbal group in S1, deals with the following topics among others: syntactic groups, verb tenses, modal verbs, passive and modes. In S2, the course is mainly devoted to the nominal group (GN) and deals with the following topics: constituents of the GN, genders and plurals of nouns, cases (declensions), substantives adjectives and participles, weak masculine.*			
	Subject specific competences	Connaître et maîtriser les fondamentaux de la grammaire allemande et comprendre certains mécanismes fondamentaux du système linguistique de l'allemand (et du français). *Know and master the fundamentals of German grammar and understand some of the fundamental mechanisms of the German (and French) language system*.		
	Methodical competences	Expression écrite *Writing skills*		
	Social and self-comptences	Entraînement de la gestion du stress à la travers la pratique de la prise de parole en public dans le cadre du cours. Entraînement de l'organisation du travail personnel. *Stress management training through public speaking practice in the course. Training in the organisation of personal work.*		
	Teaching and learning formats	*Lecture and seminar / Exercises*		
	Teaching language(s)	German, French		
	Person in charge	Vincent Balnat (2020)		
	Submodule ID		**Teaching format**	Lecture & Seminar
	Teaching hours per week	2	**Workload (Submodule)**	50h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Thereof** **Self-studies**	26h
	Examination	Two written exams (60 / 90 minutes); graded		
	Examination ID		**Examination language**	German

UNISTRA 1: **Submodule 3**				
	Espagnol : Compréhension orale I			
	Oral comprehension in Spanish I			
	Qualification objective	Entraînement à la comprehension orale sur la base de supports audio et video amenant à différents modes de restitution. *Based on audio and vidéo documents, listening comprehension training will lead to different modes of reproduction.*		
	Subject specific competences			
	Methodical competences	Capacités d'analyse et de synthèse permettant entre autres le changement de *Analysis and synthesis skills allowing, among other things, the change of medium.*		
	Social and self-comptences	Ecoute de l'autre et collaboration *Listening to others and working together*		
	Teaching and learning formats	TD Seminar		
	Teaching language(s)	Spanish, French		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	1	**Workload (Submodule)**	37,5h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	12h
	Max. group size	40	**Self-studies**	25,5h
	Examination	Presentation and written exam; graded		
	Examination ID		**Examination language**	Spanish

UNISTRA 1: **Submodule 4**				
	Espagnol : expression écrite et orale I			
	Written and oral expression in Spanish I			
	Qualification objective	Perfectionnement de l'expression écrite et orale à partir de supports d'actualités. Réécriture, reformulation, développements écrits, débats. Production de travaux personnels ou en groupe. *Improvement of written and oral expression using news media. Rewrite, reformulation, written developments, debates. Production of personal or group work.*		
	Subject specific competences	Acquisition de connaissances sur les questions d'actualité des pays de langue espagnole. *Acquisition of knowledge on current issues in Spanish speaking countries.*		
	Methodical competences	Entraînement des compétences de compréhension écrite, d'expression écrite et orale. Lecture, analyse et commentaire de textes de presse papier et en ligne. *Training of reading comprehension, written and oral expression skills. Reading, analysis and commentary on press and online texts.*		
	Social and self-comptences	Être capable d'interagir avec les autres étudiants et contribuer aux progrès de l'ensemble du groupe par nature hétérogène. *Being able to interact with other students and contribute to the progress of the group as a whole by nature heterogeneous.*		
	Teaching and learning formats	TD Seminar		
	Teaching language(s)	Spanish, French		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	1	**Workload (Submodule)**	37,5h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	12h
	Max. group size	40	**Thereof** **Self-studies**	25,5h
	Examination	Presentation and written exam; graded		
	Examination ID		**Examination language**	Spanish

UNISTRA 1: **Submodule 5**				
	Cours d´espagnol, langue étrangère. Niveau perfectionnement (B1, B2, C1)			
	Language class Spanish (B1, B2, C1)			
	Qualification objective	Ce cours d'Espagnol Langue Etrangère s'adresse aux étudiants français de 1ère année et aux étudiants allemands de deuxième année pour leur permettre de préparer leur scolarité à Malaga. L'accent sera mis sur l'aspect communicationnel, mais l'enseignant s'adaptera à tous les cas particulier de façon à proposer un suivi personnalisé. *This Spanish as a Foreign Language course is aimed at first year French students and second year German students to help them prepare for their studies in Malaga. The emphasis will be on the communication aspect, but the teacher will adapt to any particular case in order to offer personalized follow-up.*			
	Subject specific competences	Niveau A2+/B1 du CERCL minimum		
	Methodical competences	Cours de langue étrangère fondé sur une méthode communicationnelle. *Foreign language course based on a communication method.*		
	Social and self-comptences	Etre capable d'interagir avec les autres étudiants et contribuer aux progrès de l'ensemble du groupe par nature hétérogène. *Being able to interact with other students and contribute to the progress of the group as a whole by nature heterogeneous.*		
	Teaching and learning formats	TD Seminar		
	Teaching language(s)	Spanish, French		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Thereof** **Self-studies**	51h
	Examination	Presentation and written exam; graded		
	Examination ID		**Examination language**	Spanish

UNISTRA 1: **Submodule 6**				
	Anglais : compréhension et expression écrite et orale I			
	English: written and oral comprehension and expression I			
	Qualification objective	Ce cours a pour objectif de permettre aux étudiant.e.s d'entraîner leurs compétences en anglais écrit et oral, notamment dans le but de pouvoir aborder durant leur cursus des textes théoriques en langue anglaise. Il impliquera également la révision de certains points de grammaire et l'approfondissement du lexique. *This course aims to enable students to practise their written and oral English skills, particularly with a view to being able to deal with theoretical texts in English during their course. It will also involve the revision of certain grammar points and the deepening of vocabulary.*		
	Subject specific competences	Savoir comprendre et restituer le contenu d'un document textuel en langue anglaise. Etre en mesure de s'exprimer à l'oral et à l'écrit autour d'un document donné. *To be able to understand and render the content of a textual document in English. To be able to express oneself orally and in writing around a given document.*		
	Methodical competences	Comprehension et expression orale / comprehension et expression écrite *Comprehension and oral expression / comprehension and written expression*		
	Social and self-comptences	Entraînement de la gestion du stress à travers la pratique de la prise de parole en public dans le cadre du cours. Entraînement à l'échange et à l'argumentation en langue anglaise. *Stress management training through public speaking practice in the course. Training in exchange and argumentation in English.*		
	Teaching and learning formats	*Seminar / Exercises*		
	Teaching language(s)	English, French		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	2	**Workload (Submodule)**	50h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Thereof** **Self-studies**	26h
	Examination	Oral exam and written exam; graded		
	Examination ID		**Examination language**	English

Module UNISTRA 2					
Cultures et civilisations européennes I					
European cultures and civilisations I					
Université de Strasbourg					
Module type		Obligatory			
Local module ID					
Credits (CP)		8			
Teaching hours per week		**6**			
Semester	Autumn semester	**Workload (overall)**		200h	
Turnus	Annual	**Thereof**	**Presence teaching**	72h	
Duration	One semester		**Self-studies**	128h	
Last changed on 17.06.2021					

UNISTRA 2: **Submodule 1**	Histoire politique et culturelle des pays de langue allemande de 1945 à 1990 *Political and cultural history of the German-speaking countries from 1945 to 1990*			
	Qualification objective	Dieser Kurs zielt darauf ab, den Studentinnen und Studenten einen Überblick zu verschaffen über die wichtigsten außen- und innenpolitischen, wirtschaftlichen und sozialen Gegebenheiten in Deutschland von der Nachkriegszeit bis zur Gegenwart. Kulturelle Entwicklungen sowie Wandlungen kollektiver Wertvorstellungen sollen ebenfalls Gegenstand der Untersuchung sein. Im Zentrum der Lehrveranstaltung steht außerdem die kritische Analyse von textuellen und ikonographischen Dokumenten in Bezug auf die behandelten thematischen Schwerpunkte. *This course aims to provide students with an overview of the most important foreign and domestic political, economic and social realities in Germany from the post-war period to the present. Cultural developments as well as changes in collective values will also be the subject of study. The course also focuses on the critical analysis of textual and iconographic documents in relation to the thematic focal points dealt with.*			
	Subject specific competences	Maîtrise des connaissances sur les événements et les évolutions politiques, sociales et culturelles en Allemagne de 1945 à nos jours *Knowledge of political, social and cultural events and developments in Germany from 1945 to the present day.*		
	Methodical competences	Analyse de documents textuels et iconographiques de types divers (discours politiques, affiches politiques, photographies historiques…). Entraînement à l'expression écrite et orale sur des documents historiques *Analysis of textual and iconographic documents of various types (political speeches, political posters, historical photographs, etc.). Written and oral expression training on historical documents*		
	Social and self-comptences	Entraînement des compétences sociales à travers l'apprentissage de l'écoute de l'autre, l'interaction communicationelle et la possibilité de travaux de groupe. Entraînement de l'auto-compétence par l'exercice de la prise de parole en public et l'organisation du travail personnel. *Training of social skills through learning to listen to others, communicative interaction and the possibility of group work. Training of self-competence through public speaking and the organisation of personal work.*		
	Teaching and learning formats	*Lecture and seminar / exercises, classroom discussions.*		
	Teaching language(s)	German		
	Person in charge	Emmanuel Béhague (2020)		
	Submodule ID		**Teaching format**	Lecture & Seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Thereof** **Self-studies**	51h
	Examination	Written vocabulary test related to the course content (20 min); written exam: analysis of an iconographic document (mid-semester, 60 min); written exam: Text commentary (End of the semester, 90 min); all graded		
	Examination ID		**Examination language**	German

UNISTRA 2: **Submodule 2**	L'idée européenne			
	The idea of Europe			
	Qualification objective	Ce cours n'existe pas encore dans l'offre de cours de Strasbourg. Il prendra la forme d'un cycle d'interventions assurées par des enseignants représentant diverses disciplines (littérature, histoire, philosophie…) qui apporteront des éclairages différents sur l'idée européenne, dans une perspective diachronique ou synchronique. *This course does not yet exist in the Strasbourg course offer. It will take the form of a series of lectures by teachers representing various disciplines (literature, history, philosophy, etc.) who will shed different light on the European idea, from a diachronic or synchronic perspective.*			
	Subject specific competences	Acquisition et maîtrise des connaissances disciplinaires liées aux différentes interventions. *Acquisition and mastery of disciplinary knowledge related to the different interventions.*			
	Methodical competences	Capacité d'abstraction et d'analyse face à des notions culturelles, historiques, politiques et géopolitiques complexes. Prise de notes, réflexion problématisée, apprentissage personnel *Ability to abstract and analyse complex cultural, historical, political and geopolitical concepts. Note-taking, problem-oriented thinking, personal learning*			
	Social and self-comptences	Autonomie intellectuelle, aptitude à adopter différents points de vue sur le monde, esprit critique *Intellectual autonomy, ability to take different views of the world, critical thinking*			
	Teaching and learning formats	*Lecture*			
	Teaching language(s)	French			
	Person in charge				
	Submodule ID		**Teaching format**		Lecture
	Teaching hours per week	2	**Workload (Submodule)**		50h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	24h
	Max. group size	40		**Self-studies**	26h
	Examination	Satisfecit (présence obligatoire) *Satisfecit (compulsory attendance)*			
	Examination ID		**Examination language**		French

UNISTRA 2: **Submodule 3**				
	Histoire espagnole			
	Spanish history			
	Qualification objective	Panorama de l'Histoire de l'Espagne, de la fin du moyen-âge jusqu'à la période contemporaine. Acquisition des connaissances fondamentales de l'Histoire de l'Espagne, de la fin du moyen-âge jusqu'à la période contemporaine. *The aim of this class is to give a panorama of the history of Spain from the end of the Middle Ages to today. Students will learn to put history in perspective and develop their critical thinking skills.*		
	Subject specific competences	L'étudiant devra se montrer capable de mise en perspective historique et de sens critique. *The student will have to show himself capable of putting into historical perspective and of critical sense.*		
	Methodical competences	L'étudiant devra être capable de suivre un enseignement en espagnol, de prendre des notes et de synthétiser. *Students should be able to follow the course in Spanish, take notes and synthesize.*		
	Social and self-comptences	Prise de notes, analyse et synthèse *Note taking, analysis and synthesis*		
	Teaching and learning formats	*CM Lecture*		
	Teaching language(s)	Spanish		
	Person in charge	Several teachers from different disciplines		
	Submodule ID		**Teaching format**	Lecture
	Teaching hours per week	1	**Workload (Submodule)**	37,5h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	12h
	Max. group size	40	**Thereof** **Self-studies**	25,5h
	Examination	Presentation and written exam ; graded		
	Examination ID		**Examination language**	Spanish

UNISTRA 2: **Submodule 4**				
	Cultures des mondes hispaniques I			
	Cultures of Hispanic Worlds I			
	Qualification objective	Culture des mondes hispaniques aux XXème et XXIème siècles : leurs peuples, leurs variétés de langue, leurs particularismes, leurs traditions, leurs institutions, leurs productions culturelles, dans une approche anthropologique, historique et sociétale. L'enseignement du semestre pourra se centrer sur un exemple précis ou au contraire aborder une question transversale. *Culture of the Hispanic worlds in the twentieth and twenty-first centuries: their peoples, their varieties of language, their particularisms, their traditions, their institutions, their cultural productions, in an anthropological, historical and societal approach. The teaching of the semester can focus on a specific example or on the contrary tackle a cross-cutting issue.*			
	Subject specific competences	Culture générale sur les sociétés et les grands faits historiques aux XXème et XXIème siècles. *General culture on societies and major historical facts in the 20th and 21st centuries.*		
	Methodical competences	Capacité d'analyse et de synthèse. Organisation de l'exposé à l'écrit comme à l'oral. *Ability to analyze and synthesize. Organization of the written and oral presentation.*		
	Social and self-comptences	Autoorganisation dans l'apprentissage disciplinaire et interdisciplinaire. Capacité à travailler en groupe et individuellement. *Self-organization in disciplinary and interdisciplinary learning. Ability to work in groups and individually.*		
	Teaching and learning formats	*CM Lecture*		
	Teaching language(s)	Spanish		
	Person in charge			
	Submodule ID		**Teaching format**	Lecture
	Teaching hours per week	1	**Workload (Submodule)**	37,5h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	12h
	Max. group size	40	**Thereof** **Self-studies**	25,5h
	Examination	Presentation and written exam (60 min); graded		
	Examination ID		**Examination language**	Spanish

Module UNISTRA 3					
Littératures, arts, médias européens I					
European literatures, arts and media I					
Université de Strasbourg					
Module type		Obligatory			
Local module ID					
Credits (CP)		10			
Teaching hours per week		**6**			
Semester	Autumn semester	**Workload (overall)**		250h	
Turnus	Annual	**Thereof**	**Presence teaching**	72h	
Duration	One semester		**Self-studies**	178h	
				Last changed on 17.06.2021	

UNISTRA 3: **Submodule 1**				
Allemand: Concepts littéraires				
German: Literature concepts and theories				
Qualification objective	Ce cours donne une introduction à des concepts littéraires de base (notions de texte, littérature, auteur, lecteur, contexte) et à des méthodes d´interprétation. *This course provides an introduction to basic literary concepts (notions of text, literature, author, reader, context) and methods of interpretation.*			
Subject specific competences	Acquisition des concepts littéraires et des méthodes d´interprétation et application à des textes littéraires. *Acquisition of literary concepts and methods of interpretation and application to literary texts.*			
Methodical competences	Lecture de textes de théorie littéraire en langue française et allemande. *Reading of literary theory texts in French and German*.			
Social and self-comptences	Entraînement de l'auto-compétence à la travers la pratique de la prise de parole en public dans le cadre du cours ainsi que dans l'organisation du travail personnel. *Training of self-competence through the practice of public speaking in the course as well as in the organisation of personal work.*			
Teaching and learning formats	*Seminar / Exercises*			
Teaching language(s)	German			
Person in charge	Aurélie Le Née (2020)			
Submodule ID		**Teaching format**		Seminar
Teaching hours per week	1	**Workload (Submodule)**		50h
Submodule type	Obligatory	**Thereof**	**Presence teaching**	12h
Max. group size	40		**Self-studies**	38h
Examination	Multiple choice test (30 min) and written exam (60 min); graded			
Examination ID		**Examination language**		German

UNISTRA 3: **Submodule 2**				
	Littérature allemande de 1945 à nos jours			
	German speaking literature from 1945 to the present day			
	Qualification objective			
	Subject specific competences	Die Lehrveranstaltung verfolgt zwei Ziele, einen literarhistorischen und einen textanalytischen. Der Kurs bietet einen Überblick über die Geschichte der deutschen Literatur seit 1945, bei dem die wesentlichen literarischen Strömungen und Gattungen sowie die wichtigsten Autor/innen vorgestellt werden. Außerdem lernen die Studierenden, wie man Texte der drei literarischen Hauptgattungen (Epik, Lyrik, Drama) wissenschaftlich interpretiert. *The course pursues two goals, one literary-historical and one text-analytical. The course offers an overview of the history of German literature since 1945, introducing the main literary trends and genres as well as the most important authors. In addition, students learn how to scientifically interpret texts of the three main literary genres (epic, lyric, drama).*			
	Methodical competences	Connaître les grands aspects de la littérature de l´époque, situer les textes dans leur contexte historique. Entraînement des compétences de compréhension écrite et d'expression écrite et orale. *To know the main aspects of the literature of the period, to situate the texts in their historical context. Training in reading, writing and speaking skills.*		
	Social and self-comptences	Entraînement des compétences sociales à travers l'apprentissage de l'écoute de l'autre et l'interaction communicationelle. Entraînement de l'auto-compétence par l'exercice de la prise de parole en public et l'organisation du travail personnel. *Training of social skills through learning to listen to others and communicative interaction. Training of self-competence through public speaking and the organisation of personal work.*		
	Teaching and learning formats	*Lecture and seminar / Exercises, classroom discussions*		
	Teaching language(s)	German		
	Person in charge	Klaus Wieland (2020)		
	Submodule ID		**Teaching format**	Lecture & Seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Thereof** **Self-studies**	51h
	Examination	Two written exams (30 minutes / 120 minutes)		
	Examination ID		**Examination language**	German

UNISTRA 3: **Submodule 3**				
Introduction à la littérature espagnole I				
Introduction to Spanish Literature I				
Qualification objective	Etude panoramique des grands mouvements de la literature espagnole 1ère partie *Overview of the major movements in Spanish literature, part 1*			
Subject specific competences	Connaissances générales de l'histoire et de la littérature européennes *General knowledge of European history and literature*			
Methodical competences	Prise de notes, analyse et synthèse *Note taking, analysis and synthesis*			
Social and self-comptences	Travail personnel, recherche documentaire, lectures personnelles. Capacité interactives et organisationnelle. Ecoute et coopération. *Personal work, documentary research, personal readings. Interactive and organizational capacity. Listening and cooperation.*			
Teaching and learning formats	*Lecture and seminar*			
Teaching language(s)	Spanish			
Person in charge				
Submodule ID		**Teaching format**		Lecture & Seminar
Teaching hours per week	1	**Workload (Submodule)**		50h
Submodule type	Obligatory	**Thereof**	**Presence teaching**	12h
Max. group size	40		**Self-studies**	38h
Examination	Presentation and written exam; graded; language: Spanish			
Examination ID		**Examination language**		German

UNISTRA 3: **Submodule 4**				
	Littérature française et francophone			
	French literature			
	Qualification objective	Les étudiants étudieront un corpus d'œuvres littéraires en langue française représentatif d'un thème majeur de la culture française et/ou de l'espace francophone (mythes littéraires structurants, motifs anthropologiques, altérité culturelle, etc.). *Students will study a corpus of French-language literary works representative of a major theme of French culture and/or the French-speaking world (structuring literary myths, anthropological motifs, cultural otherness, etc.).*		
	Subject specific competences	Compréhension des textes littéraires, mise en situation du lecteur critique, analyse de texte *Comprehension of literary texts, critical reading situations, text analysis*		
	Methodical competences	Outils de l'analyse littéraire, contextualisation. Explication de texte, commentaire composé, dissertation (écrit). Explication de texte, exposé thématique, débat d'interprétation (oral) *Tools for literary analysis, contextualisation. Explanation of text, composite commentary, essay (written). Explanation of text, thematic presentation, interpretation debate (oral)*		
	Social and self-comptences	Travail personnel, recherche documentaire, lecture personnelle de textes. Travail en binôme, capacités interactives et organisationnelles, écoute et compréhension *Personal work, documentary research, personal reading of texts. Working in pairs, interactive and organisational skills, listening and understanding*		
	Teaching and learning formats	Travaux dirigés *Tutorial courses*		
	Teaching language(s)	French		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Thereof** **Self-studies**	51h
	Examination	Presentation and written exam (120 min); graded; language: French		
	Examination ID		**Examination language**	French

Module UNISTRA 4					
Langue et linguistique – Allemand / Espagnol / Anglais II					
Language and linguistics – German / Spanish / Englisch II					
Université de Strasbourg					
Module type		Obligatory			
Local module ID					
Credits (CP)		12			
Teaching hours per week		**9,5**			
Semester	Spring semester	**Workload (overall)**		300h	
Turnus	Annual	**Thereof**	**Presence teaching**	114h	
Duration	One semester		**Self-studies**	186h	
Last changed on 17.06.2021					

UNISTRA 4: **Submodule 1**				
	Traduction français/allemand et allemande/français			
	Translation French-German/German-French			
	Qualification objective	L'objectif de ce cours est d'approfondir les compétences acquises en thème et version au premier semestre. Nous aborderons certaines difficultés méthodologiques et linguistiques que pose cet exercice et mettrons l'accent sur des problèmes de transposition fondamentaux. *The objective of this course is to deepen the skills acquired in theme and version in the first semester. We will address some of the methodological and linguistic difficulties involved in this exercise and focus on fundamental transposition problems.*		
	Subject specific competences	*Translation German-French / French-German*		
	Methodical competences	Compréhension écrite des textes à traduire, capacité à mobiliser les connaissances acquises en grammaire allemande pour fournir une traduction adequate. Etre en mesure d'apprécier les différences entre les structures grammaticales française et allemandes. *Written comprehension of the texts to be translated, ability to mobilise the knowledge acquired in German grammar to provide an adequate translation. Be able to appreciate the differences between French and German grammatical structures.*		
	Social and self-comptences	Entraînement des compétences sociales à travers l'échange argumenté entre les étudiants autour de la tâche proposée (traduction). *Training of social skills through argumentative exchange between students around the proposed task (translation).*		
	Teaching and learning formats	*Seminar / Translation exercises*		
	Teaching language(s)	German, French		
	Person in charge	Isabelle Schaller (2020)		
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	1,5	**Workload (Submodule)**	50h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	18h
	Max. group size	40	**Self-studies**	32h
	Examination	Two written exams (60 min. each); graded; languages: German and French		
	Examination ID		**Examination language**	German, French

UNISTRA 4: **Submodule 2**				
	Allemand: grammaire descriptive et appliquée II			
	German: Descriptive and applied grammar II			
	Qualification objective	Ce cours de grammaire est principalement consacré au groupe nominal (GN), mais constitue bien sûr aussi une suite des points introduits en S1. Il traite des thèmes suivants : passifs, Konjunktive, constituants du GN, marquage du GN, cas, adjectifs et participes substantivés, masculins faibles. Trame du cours théorique en français, applications, travail pratique, exercices en allemand. *This grammar course is mainly devoted to the nominal group (NG), but is of course also a continuation of the points introduced in S1. It deals with the following topics: passive, conjunctive, constituents of the NG, marking of the NG, cases, substantives adjectives and participles, weak masculine. Theoretical course structure in French, applications, practical work, exercises in German.*			
	Subject specific competences	Acquisition et maîtrise des fondamentaux de la grammaire allemande, compréhension de certains mécanismes fondamentaux du système linguistique de l'allemand (et du français). *Acquisition and mastery of the fundamentals of German grammar, understanding of certain fundamental mechanisms of the German (and French) language system.*		
	Methodical competences	*Writing skills*		
	Social and self-comptences	Entraînement de la gestion du stress à la travers la pratique de la prise de parole en public dans le cadre du cours. Entraînement de l'organisation du travail personnel. *Stress management training through public speaking practice in the course. Training in the organisation of personal work.*		
	Teaching and learning formats	*Lecture / exercises*		
	Teaching language(s)	German, French		
	Person in charge	Antje Gualberto-Schneider (2020)		
	Submodule ID		**Teaching format**	Lecture & Seminar
	Teaching hours per week	2	**Workload (Submodule)**	50h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Self-studies**	26h
	Examination	Two written exams (60 / 90 minutes); graded		
	Examination ID		**Examination language**	German, French

UNISTRA 4: **Submodule 3**				
	Espagnol: Compréhension orale II			
	Oral comprehension in Spanish II			
	Qualification objective	Entraînement à la comprehension orale sur la base de supports audio et video amenant à différents modes de restitution. *Based on audio and vidéo documents, listening comprehension training will lead to different modes of reproduction.*		
	Subject specific competences			
	Methodical competences	Capacités d'analyse et de synthèse permettant entre autres le changement de support. *Analysis and synthesis capabilities allowing, among other things, the change of support.*		
	Social and self-comptences	Ecoute d'autrui et collaboration *Listening to others and collaborating*		
	Teaching and learning formats	*TD Seminar / Exercises*		
	Teaching language(s)	Spanish		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	1	**Workload (Submodule)**	37,5h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	12h
	Max. group size	40	**Thereof** **Self-studies**	25,5h
	Examination	Presentation and written exam; graded		
	Examination ID		**Examination language**	Spanish

UNISTRA 4: **Submodule 4**				
	Espagnol : expression écrite et orale II			
	Written and oral expression in Spanish II			
	Qualification objective	Perfectionnement de l'expression écrite et orale à partir de supports d'actualités. Ré-écriture, reformulation, déve-loppements écrits, débats. Production de travaux personnels ou en groupe. *Improvement of written and oral expression using news media. Rewrite, reformulation, written developments, debates. Production of personal or group work.*		
	Subject specific competences	Acquisition de connaissances sur les questions d'actualités des pays de langue espagnole. *Acquisition of knowledge on current affairs issues in Spanish speaking countries.*		
	Methodical competences	Entraînement des compétences de compréhension écrite, d'expresion écrite et orale. Analyse des textes de presse. *Training of written comprehension, written and oral expression skills. Analysis of press texts.*		
	Social and self-comptences	Être capable d'interagir avec les autres étudiants et contribuer aux progrès de l'ensemble du groupe par nature hétérogène. *Being able to interact with other students and contribute to the progress of the group as a whole by nature heterogeneous.*		
	Teaching and learning formats	*TD Seminar / exercises, student presentations, working groups*		
	Teaching language(s)	Spanish		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	1	**Workload (Submodule)**	37,5h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	12h
	Max. group size	40	**Thereof** **Self-studies**	25,5h
	Examination	Presentation and written exam; graded		
	Examination ID		**Examination language**	Spanish

UNISTRA 4: **Submodule 5**				
	Cours d´espagnol, langue étrangère. Niveau perfectionnement (B1, B2, C1) II			
	Language class Spanish (B1, B2, C1) II			
	Qualification objective	Ce cours d'Espagnol Langue Etrangère s'adresse aux étudiants français de 1ère année et aux étudiants allemands de deuxième année pour leur permettre de preparer leur scolarité à Malaga. L'accent sera mis sur l'aspect communicationnel, mais l'enseignant s'adaptera à tous les cas particuliers de façon à proposer un suivi personnalisé. This Spanish as a Foreign Language course is aimed at first year French students and second year German students to help them prepare for their studies in Malaga. The emphasis will be on the communication aspect, but the teacher will adapt to any particular case in order to offer personalized follow-up.			
	Subject specific competences	Niveau B1 du CERCL		
	Methodical competences	Cours de langue étrangère fondé sur une méthode communicationnelle. *Foreign language course based on a communication method.*		
	Social and self-comptences	Etre capable d'interagir avec les autres étudiants et contribuer aux progrès de l'ensemble du groupe par nature hétérogène. *Being able to interact with other students and contribute to the progress of the group as a whole by nature heterogeneous.*		
	Teaching and learning formats	*TD Seminar*		
	Teaching language(s)	Spanish		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Thereof** **Self-studies**	51h
	Examination	Presentation and written exam; graded		
	Examination ID		**Examination language**	Spanish

UNISTRA 4: **Submodule 6**				
	Anglais : compréhension et expression écrite et orale II			
	English: written and oral comprehension and expression II			
	Qualification objective	Dans la poursuite du cours M.1.6, l'objectif visé est l'approfondissement des compétences en anglais écrit et oral acquises au premier semestre, afin de faciliter l'accès à des textes théoriques en langue anglaise en lien avec les contenus des autres enseignements. *As a continuation of M.1.6, the aim is to deepen the written and oral English skills acquired in the first semester, in order to facilitate access to theoretical texts in English linked to the content of other courses.*		
	Subject specific competences	Savoir comprendre et restituer le contenu d'un document textuel en langue anglaise. Etre en mesure de s'exprimer à l'oral et à l'écrit autour d'un document donné. *To be able to understand and render the content of a textual document in English. To be able to express oneself orally and in writing around a given document.*		
	Methodical competences	Comprehension et expression orale / comprehension et expression écrite *Comprehension and oral expression / comprehension and written expression*		
	Social and self-comptences	Entraînement de la gestion du stress à travers la pratique de la prise de parole en public dans le cadre du cours. Entraînement à l'échange et à l'argumentation en langue anglaise. *Stress management training through public speaking practice in the course. Training in exchange and argumentation in English.*		
	Teaching and learning formats	*Seminar / Exercises*		
	Teaching language(s)	English, French		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	2	**Workload (Submodule)**	50h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Self-studies**	26h
	Examination	Presentation and written exam; graded		
	Examination ID		**Examination language**	English, French

Module UNISTRA 5					
Cultures et civilisations européennes II					
European cultures and civilisations II					
Université de Strasbourg					
Module type		Obligatory			
Local module ID					
Credits (CP)		8			
Teaching hours per week		**5**			
Semester	Spring semester	**Workload (overall)**		200h	
Turnus	Annual	**Thereof**	**Presence teaching**	60h	
Duration	One semester		**Self-studies**	140h	
Last changed on 17.06.2021					

UNISTRA 5: **Submodule 1**	Questions d'actualité dans les pays de langue allemande *Current issues in German-speaking countries*			
	Qualification objective	L'accent est mis sur les aspects sociopolitiques des pays de langue allemande. Pourront être abordés la relation et le discours hommes/femmes, le statut de la famille, la migration, les religions, le marché du travail, l'environnement, l'énergie, l'économie durable ainsi que les événements sociaux et politiques de l'actualité en cours. *The focus is on the socio-political aspects of German-speaking countries. Topics to be covered include gender relations and discourse, the status of the family, migration, religions, the labour market, the environment, energy, sustainable economy as well as current social and political events.*			
	Subject specific competences	Acquisition de connaissances sur les questions d'actualité dans les pays de langue allemande. *Acquiring knowledge about current issues in German-speaking countries.*			
	Methodical competences	L'accent sera mis sur l'expression écrite et orale, sur la prise de parole des étudiants, sur les échanges et les débats d'idées. *Within the framework of this course, written and oral expression of opinion and discussion occupy an important position.*			
	Social and self-comptences	Apprentissage des compétences sociales à travers l'échange avec les autres membres du groupe. Entraînement des compétences personnelles à travers l'organisation du travail personnel la pratique de la prise de la parole en public. *Learning social skills through exchange with other group members. Training of self-competences through the organisation of personal work and public speaking practice.*			
	Teaching and learning formats	*Seminar / exercises, classroom discussions, student presentations*			
	Teaching language(s)	German			
	Person in charge	Karin Heiling (2020)			
	Submodule ID		**Teaching format**		Seminar
	Teaching hours per week	2	**Workload (Submodule)**		75h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	24h
	Max. group size	40		**Self-studies**	51h
	Examination	Presentation and written exam (60 min.); graded; language: German			
	Examination ID		**Examination language**		German

UNISTRA 5: **Submodule 2**				
Histoire politique et culturelle des pays de langue allemande 1918 à 1945				
Political and cultural history of the German-speaking countries from 1918 to 1945				
Qualification objective	In diesem Kurs, der uns zeitlich vom Ende des Ersten Weltkriegs bis zum Ende des Zweiten Weltkriegs führen wird, werden wir einige der wichtigsten politischen und historischen Ereignisse der Jahre 1918 bis 1945 im deutschen Sprachraum überblicksartig behandeln. Neben dem Erwerb von historischen Kenntnissen steht die Auseinandersetzung mit historischen Dokumenten verschiedener Natur im Zentrum dieses Kurses. Er soll zum selbstständigen Einordnen, Analysieren und Abwägen von Quellen und historischen Einschätzungen befähigen. *In this course, which will take us chronologically from the end of the First World War to the end of the Second World War, we will survey some of the most important political and historical events of the years 1918 to 1945 in the German-speaking world. In addition to the acquisition of historical knowledge, the focus of this course is on the examination of historical documents of various natures. It should enable students to independently classify, analyse and weigh up sources and historical assessments.*			
Subject specific competences	Maîtrise des connaissances sur les événéments et les évolutions politiques, sociales et culturelles en Allemagne de 1918 à 1945. *Knowledge of political, social and cultural events and developments in Germany from 1918 to 1945*			
Methodical competences	Analyse de documents textuels et iconographiques de types divers (discours politiques, affiches politiques, photographies historiques…). Entraînement à l'expression écrite et orale sur des documents historiques. *Analysis of textual and iconographic documents of various types (political speeches, political posters, historical photographs, etc.). Written and oral expression training about historical documents.*			
Social and self-comptences	Entraînement des compétences sociales à travers l'apprentissage de l'écoute de l'autre, l'interaction communicationelle et la possibilité de travaux de groupe. Entraînement de l'auto-compétence par l'exercice de la prise de parole en public et l'organisation du travail personnel. *Training of social skills through learning to listen to others, communicative interaction and the possibility of group work. Training of self-competence through public speaking and the organisation of personal work.*			
Teaching and learning formats	*Lecture and seminar / Exercises, classroom discussions*			
Teaching language(s)	German			
Person in charge	Maxim Görke (2020)			
Submodule ID		**Teaching format**		Lecture & Seminar
Teaching hours per week	2	**Workload (Submodule)**		75h
Submodule type	Obligatory	**Thereof**	**Presence teaching**	24h
Max. group size	40		**Self-studies**	51h
Examination	Written test of vocabulary related to the course content (20 min); written report on a cultural event during the semester (cinema, theatre, exhibition); written exam (end of the semester, 90 min); all graded; language: German			
Examination ID		**Examination language**		German

UNISTRA 5: **Submodule 3**				
	Cultures des mondes hispaniques II			
	Cultures of Hispanic Worlds II			
	Qualification objective	Culture des mondes hispaniques aux XXème et XXIème siècles : leurs peuples, leurs variétés de langue, leurs particularismes, leurs traditions, leurs institutions, leurs productions culturelles, dans une approche anthropologique, historique et sociétale. L'enseignement du semestre pourra se centrer sur un exemple précis ou au contraire aborder une question transversale. *Culture of the Hispanic worlds in the twentieth and twenty-first centuries: their peoples, their varieties of language, their particularisms, their traditions, their institutions, their cultural productions, in an anthropological, historical and societal approach. The teaching of the semester can focus on a specific example or on the contrary tackle a cross-cutting issue.*			
	Subject specific competences	Culture générale sur les sociétés et les grands faits historiques aux XXème et XXIème siècles. *General culture on societies and major historical facts in the 20th and 21st centuries.*		
	Methodical competences	Capacité d'analyse et de synthèse. Organisation de l'exposé à l'écrit comme à l'oral. *Ability to analyze and synthesize. Organization of the written and oral presentation.*		
	Social and self-comptences	Autoorganisation dans l'apprentissage disciplinaire et interdisciplinaire. Capacité à travailler en groupe et individuellement. *Self-organization in disciplinary and interdisciplinary learning. Ability to work in groups and individually.*		
	Teaching and learning formats	*CM Lecture*		
	Teaching language(s)	Spanish		
	Person in charge			
	Submodule ID		**Teaching format**	Lecture
	Teaching hours per week	1	**Workload (Submodule)**	50h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	12h
	Max. group size	40	**Thereof** **Self-studies**	38h
	Examination	Presentation and written exam (60 min); graded		
	Examination ID		**Examination language**	Spanish

Module UNISTRA 6					
Littératures, arts, médias européens II					
European literatures, arts and media II					
Université de Strasbourg					
Module type			Obligatory		
Local module ID					
Credits (CP)			10		
Teaching hours per week			**6**		
Semester		Spring semester	**Workload (overall)**		250h
Turnus		Annual	**Thereof**	**Presence teaching**	72h
Duration		One semester		**Self-studies**	178h
Last changed on 17.06.2021					

UNISTRA 6: **Submodule 1**				
	Allemand : Littérature et sciences culturelles			
	German: Literature and cultural studies			
	Qualification objective	Seit den 1990er Jahren wird Literaturwissenschaft gemeinhin in einer kulturwissenschaftlichen Perspektive betrieben, d.h. Literatur wird vornehmlich im Kontext der jeweiligen Kultur betrachtet, in der sie entsteht. Dabei wird angenommen, dass es vielfältige wechselseitige Beziehungen zwischen Literatur und Kultur gibt, deren Erforschung eine interdisziplinäre Vorgehensweise erfordert. Welche Rolle spielen Konzepte wie Gedächtnis, Identität, Migration und Interkulturalität, Medien und Intermedialität, Körper und Gender sowie Raum und Zeit in der Literatur? *Since the 1990s, literary studies have generally been conducted from a cultural studies perspective, i.e. literature is primarily considered in the context of the respective culture in which it originates. It is assumed that there are many reciprocal relationships between literature and culture, the study of which requires an interdisciplinary approach. What role do concepts such as memory, identity, migration and interculturality, media and intermediality, body and gender, and space and time play in literature? In the course we will deal with such cultural studies topics and illustrate them with literary text examples.*			
	Subject specific competences	Im Kurs werden wir uns mit solchen kulturwissenschaftlichen Themen befassen und sie anhand von literarischen Textbeispielen veranschaulichen. *In the course we will deal with such cultural studies topics and illustrate them with literary text examples.*		
	Methodical competences	*Training of understanding und writing skills with theoretical and literary texts*		
	Social and self-comptences	Entraînement de l'auto compétence à la travers la pratique de la prise de parole en public dans le cadre du cours ainsi que dans l'organisation du travail personnel. *Training of self-competence through the practice of public speaking in the course as well as in the organisation of personal work.*		
	Teaching and learning formats	*Seminar / exercises*		
	Teaching language(s)	German		
	Person in charge	Isabelle Schaller (2021)		
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	1	**Workload (Submodule)**	50h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	12h
	Max. group size	40	**Thereof** **Self-studies**	38h
	Examination	Presentation and written exam (120 min)		
	Examination ID		**Examination language**	German

UNISTRA 6: **Submodule 2**	Littérature allemande du modernisme classique			
	German speaking literature of the classical modernism			
	Qualification objective			
	Subject specific competences	Die Lehrveranstaltung verfolgt zwei Ziele, ein literarhistorisches und ein textanalytisches. Der Kurs bietet einen Überblick über die Geschichte der der deutschen Literatur von 1890 bis 1945, bei dem die wesentlichen literarischen Strömungen und Gattungen sowie die wichtigsten Autor/innen vorgestellt werden. *The course has two aims, one literary-historical and one text-analytical. The course offers an overview of the history of German literature from 1890 to 1945, introducing the main literary trends and genres as well as the most important authors. In addition, students learn how to scientifically interpret texts of the three main literary genres (epic, lyric, drama).*			
	Methodical competences	Wissenschaftliche Interpretation von Texten der drei literarischen Hauptgattungen (Epik, Lyrik, Drama). *Scientific interpretation of texts of the three main literary genres (epic, lyric, drama).*		
	Social and self-comptences	Entraînement des compétences sociales à travers l'apprentissage de l'écoute de l'autre et l'interaction communicationelle. Entraînement de l'auto-compétence par l'exercice de la prise de parole en public et l'organisation du travail personnel. *Training of social skills through learning to listen to others and communicative interaction. Training of self-competence through public speaking and the organisation of personal work.*		
	Teaching and learning formats	*Seminar / exercises*		
	Teaching language(s)	German		
	Person in charge	Elisabeth Petereit (2020)		
	Submodule ID		**Teaching format**	Lecture & seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Self-studies**	51h
	Examination	Two written exams (30 minutes / 120 minutes); graded		
	Examination ID		**Examination language**	German

UNISTRA 6: **Submodule 3**				
	Introduction à la littérature espagnole II			
	Introduction to Spanish Literature II			
	Qualification objective	Etude panoramique des grands mouvements de la literature espagnole 2ème partie *Overview study of the major movements in Spanish literature (part 2)*		
	Subject specific competences	Connaissances générales de l'histoire et de la littérature européennes *General knowledge of European history and literature*		
	Methodical competences	Prise de notes, analyse et synthèse *Note taking, analysis and synthesis*		
	Social and self-comptences	Travail personnel, recherche documentaire, lectures personnelles. Capacité interactives et organisationnelle. Ecoute et coopération. *Personal work, documentary research, personal readings. Interactive and organizational capacity. Listening and cooperation.*		
	Teaching and learning formats	*Lecture*		
	Teaching language(s)	Spanish		
	Person in charge			
	Submodule ID		**Teaching format**	Lecture & seminar
	Teaching hours per week	1	**Workload (Submodule)**	50h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	12h
	Max. group size	40	**Self-studies**	38h
	Examination	Presentation and written exam; graded		
	Examination ID		**Examination language**	Spanish

UNISTRA 6: **Submodule 4**				
	Littérature comparée : la littérature et les autres arts			
	Comparative literature: literature and arts			
	Qualification objective	Les étudiants étudieront un corpus d'œuvres littéraires en langue française ou étrangères en traduction française, et d'œuvres picturales, musicales, cinématographiques, sur un programme thématique mettant en jeu les questions fondamentales de la modernité européenne (mythes littéraires structurants, motifs anthropologiques, altérité culturelle, etc.). *Students will study a corpus of literary works in French or foreign languages in French translation, as well as pictorial, musical and cinematographic works, on a thematic programme involving the fundamental issues of European modernity (structuring literary myths, anthropological motives, cultural otherness, etc.).*			
	Subject specific competences	Compréhension des textes littéraires, mise en situation du lecteur critique, analyse littéraire et analyse esthétique, construction d'une interprétation esthétique *Comprehension of literary texts, putting the critical reader in a situation, literary analysis and aesthetic analysis, construction of an aesthetic interpretation.*		
	Methodical competences	Outils de l'analyse littéraire, contextualisation. Explication de texte, commentaire composé, dissertation (écrit). Explication de texte, exposé thématique, débat d'interprétation (oral) *Tools for literary analysis, contextualisation. Explanation of text, composite commentary, essay (written) Explanation of text, thematic presentation, interpretation debate (oral)*		
	Social and self-comptences	Travail personnel, recherche documentaire, lecture personnelle de textes. Travail en binôme, capacités interactives et organisationnelles, écoute et compréhension *Personal work, documentary research, personal reading of texts. Working in pairs, interactive and organisational skills, listening and understanding*		
	Teaching and learning formats	TD / Groupe interactif / Seminar		
	Teaching language(s)	French		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Self-studies**	51h
	Examination	Presentation and written exam; graded		
	Examination ID		**Examination language**	French

Module UNISTRA 7					
Acquisition des langues et linguistique – Français I					
Language acquisition and linguistics – French I					
Université de Strasbourg					
Module type		Obligatory			
Local module ID					
Credits (CP)		8			
Teaching hours per week		**5,5**			
Semester	Autumn semester	**Workload (overall)**		200h	
Turnus	Annual	**Thereof**	**Presence teaching**	66h	
Duration	One semester		**Self-studies**	134h	
Last changed on 17.06.2021					

UNISTRA 7: **Submodule 1**	Cours de Français Langue Étrangère. Niveau perfectionnement (B2/C1) I			
	Language class French as a foreign language (B2/C1) I			
	Qualification objective	Ce cours de Français Langue Etrangère s'adresse aux étudiants aux étudiants allemands et espagnol de deuxième et troisième années. Le but est de faciliter leur integration au sein de l'Unistra, en tenant compte de l'hétérogénéité éventuelle du groupe. L'accent sera mis sur l'aspect communicationnel, mais l'enseignant s'adaptera à tous les cas particuliers de façon à proposer un suivi personnalisé. En outre, ce cours dédié à la licence tri-nationale contribuera à fédérer la cohorte. *This French as a Foreign Language course is aimed at second- and third-year German and Spanish students. The aim is to facilitate their integration into Unistra, taking into account the possible heterogeneity of the group. The emphasis will be on the communication aspect, but the teacher will adapt to particular cases in order to offer personalized follow-up. In addition, this course dedicated to the tri-national Bachelor will help the cohort exist as a group.*			
	Subject specific competences	Niveau B1 du CERCL minimum		
	Methodical competences	Cours de langue étrangère fondé sur une méthode communicationnelle. *Foreign language course based on a communication method.*		
	Social and self-comptences	Etre capable d'interagir avec les autres étudiants et contribuer aux progrès de l'ensemble du groupe par nature hétérogène. *Being able to interact with other students and contribute to the progress of the group as a whole, heterogeneous by nature.*		
	Teaching and learning formats	*Seminar / Exercises*		
	Teaching language(s)	French		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Self-studies**	51h
	Examination	Presentation and written exam; graded		
	Examination ID		**Examination language**	French

UNISTRA 7: **Submodule 2**				
	Linguistique française: L'argumentation au quotidien			
	French linguistics: Day-to-day argumentation			
	Qualification objective	Ce cours est consacré à la communication et à l'argumentation, telles qu'elles se présentent à travers les différents canaux de transmission de l'information. On abordera ainsi aussi bien des configurations théoriques générales que des cadres communicationnels particuliers, par exemple la communication en entreprise, l'argumentation publicitaire, etc. *This course is devoted to communication and argumentation, as it is presented through the various channels of information transmission. We will thus address both general theoretical configurations and specific communication frameworks, for example communication in companies, advertising arguments, etc.*			
	Subject specific competences	Décrire, comprendre et mettre en pratique les codes de la communication. Identifier et analyser des phénomènes argumentatifs courants. Repérer les dimensions langagières et non langagières de quelques situations de communication *Describe, understand and put into practice the codes of communication. Identify and analyze common argumentative phenomena. Identify the linguistic and non-linguistic dimensions of some communication situation*			
	Methodical competences	Étude de cas et enquête de terrain. Description d'une expérience personnelle. Expérimentation d'une démarche argumentative. *Case study and field survey. Description of a personal experience. Experimentation with an argumentative approach*			
	Social and self-comptences	Compétences cognitives : capacité de décision, traitement de l'information. Compétences comportementales : conversation et négociation, prise et changement de perspective. Compétences émotionnelles : régulation, adaptation de la réponse affective. Motivation : sentiment d'efficacité et de contrôle *Cognitive skills: decision-making ability, information processing. Behavioural skills: conversation and negotiation, taking and changing perspective. Emotional skills: regulation, adapting affective responding. Motivation: sense of efficacy and control*			
	Teaching and learning formats	TF : TD (2h/semaine) / *Interactive course (2h/week)* LF : Mise en situation, jeu de rôles / *practical situation, role play*			
	Teaching language(s)	French			
	Person in charge				
	Submodule ID		**Teaching format**		Interactive course
	Teaching hours per week	2	**Workload (Submodule)**		75h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	24h
	Max. group size	40		**Self-studies**	51h
	Examination	Graded exercises (60 min) and written exam (60 min)			
	Examination ID		**Examination language**		French

UNISTRA 7: **Submodule 3**				
	Traduction français/espagnol I			
	French/Spanish translation I			
	Qualification objective			
	Subject specific competences	L'étudiant devra dominer la méthodologie élémentaire de la traduction littéraire. *The student will have to master the elementary methodology of literary translation.*		
	Methodical competences	Maniement des ouvrages métalinguistiques, grammaires contrastives et dictionnaires. *Handling of metalinguistic works, contrastive grammars and dictionaries.*		
	Social and self-comptences	Participation active au travail de traduction élaboré en classe. Préparation rigoureuse des textes en dehors des cours. *Active participation in the translation work developed in class. Rigorous preparation of texts outside of class.*		
	Teaching and learning formats	Seminar		
	Teaching language(s)	French, Spanish		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	1,5	**Workload (Submodule)**	50h
	Submodule type	Elective (7.3 or 7.4)	**Thereof** **Presence teaching**	18h
	Max. group size	40	**Self-studies**	32h
	Examination	Two written exams (60 min. each); graded		
	Examination ID		**Examination language**	French, Spanish

UNISTRA 7: **Submodule 4**				
	Traduction français/allemand I			
	French/German translation I			
	Qualification objective			
	Subject specific competences	L'étudiant devra dominer la méthodologie élémentaire de la traduction littéraire. *The student will have to master the elementary methodology of literary translation.*		
	Methodical competences	Maniement des ouvrages métalinguistiques, grammaires contrastives et dictionnaires. *Handling of metalinguistic works, contrastive grammars and dictionaries.*		
	Social and self-comptences	Participation active au travail de traduction élaboré en classe. Préparation rigoureuse des textes en dehors des cours. *Active participation in the translation work developed in class. Rigorous preparation of texts outside of class.*		
	Teaching and learning formats	Seminar		
	Teaching language(s)	French, German		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	1,5	**Workload (Submodule)**	50h
	Submodule type	Elective (7.3 or 7.4)	**Thereof** **Presence teaching**	18h
	Max. group size	40	**Thereof** **Self-studies**	32h
	Examination	Two written exams (60 min. each); graded		
	Examination ID		**Examination language**	French, German

Module UNISTRA 8					
Cultures et civilisations européennes III					
European cultures and civilisations III					
Université de Strasbourg					
Module type		Obligatory			
Local module ID					
Credits (CP)		11			
Teaching hours per week		**7**			
Semester	Autumn semester	**Workload (overall)**		275h	
Turnus	Annual	**Thereof**	**Presence teaching**	84h	
Duration	One semester		**Self-studies**	191h	
Last changed on 17.06.2021					

UNISTRA 8: **Submodule 1**	Espagnol : Actualité et Société				
	News and Society in the Hispanic world				
	Qualification objective	Organisation de débats et production de documents écrits sur les grands sujets de la société espagnole à partir de l'étude de documents authentiques tirés de la presse écrite, des journaux télévisés et du cinéma actuel. *Organisation of debates and production of written documents on the major issues of Spanish society based on the study of authentic documents from the written press, television news and current cinema.*			
	Subject specific competences	Intérêt personnel pour l'actualité à travers les différents médias *Personal interest in current affairs through different media*			
	Methodical competences	Capacité d'analyse et de synthèse. Réactivité dans l'échange oral. *Ability to analyze and synthesize. Responsiveness in oral exchange.*			
	Social and self-comptences	Etre capable d'interagir avec les autres étudiants et contribuer aux progrès de l'ensemble du groupe par nature hétérogène. *Being able to interact with other students and contribute to the progress of the group as a whole by nature heterogeneous.*			
	Teaching and learning formats	*TD Seminar*			
	Teaching language(s)	Spanish			
	Person in charge				
	Submodule ID		**Teaching format**		Seminar
	Teaching hours per week	1	**Workload (Submodule)**		50h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	12h
	Max. group size	40		**Self-studies**	38h
	Examination	Presentation and written exam; graded			
	Examination ID		**Examination language**		Spanish

UNISTRA 8: **Submodule 2**				
	Culture et arts dans le monde hispanique I			
	Culture and arts of the Hispanic World I			
	Qualification objective	Le cours, dont les contenus peuvent varier d'une année à l'autre, pourra être envisagé sous l'un de ces angles. 1) Les grands courants esthétiques, les mouvements, les écoles, les générations d'écrivains, d'artistes ; les grandes étapes de l'histoire culturelle (par exemple la Renaissance, le Baroque, les avant-gardes, le pop art etc.). 2) Les arts (de la littérature aux arts plastiques et l'architecture à la musique et aux arts de la scène etc.) comme support et lieu pour une approche de la société dans lesquels ils s'inscrivent. *The contents of this class will vary from year to year but will always focus on major aesthetic movements, schools, generations of writers and artists, major stages of cultural history (the Renaissance, the Baroque, the Avant-Garde, Pop Art, etc.) or on the arts (literature, plastic arts, architecture, music, drama, etc.) as means to analyse the society in which they developed.*			
	Subject specific competences	Culture générale sur les grands courants esthétiques européens. *General culture on the major European aesthetic trends*.		
	Methodical competences	Capacité d'analyse et de synthèse. Organisation de l'exposé tant à l'écrit qu'à l'oral. *Ability to analyze and synthesize. Organization of the presentation both in writing and orally.*		
	Social and self-comptences	Autoorganisation dans l'apprentissage disciplinaire et interdisciplinaire. Capacité à travailler en groupe et individuellement. *Self-organization in disciplinary and interdisciplinary learning. Ability to work in groups and individually.*		
	Teaching and learning formats	*CM Lecture*		
	Teaching language(s)	Spanish		
	Person in charge			
	Submodule ID		**Teaching format**	Lecture
	Teaching hours per week	1	**Workload (Submodule)**	50h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	12h
	Max. group size	40	**Thereof** **Self-studies**	38h
	Examination	Presentation and written exam; graded		
	Examination ID		**Examination language**	Spanish

UNISTRA 8: **Submodule 3**				
	Interculturalité : théories et concepts			
	Interculturality: theories and concepts			
	Qualification objective	Ce cours proposera de découvrir les théories et concept mobilisés par les sciences humaines et sociales pour étudier les problématiques de l'interculturel, de façon générale comme spécialisée, sur des thèmes variés, tels que le langage, l'éducation, la santé, la religion, le travail, la migration ou les capacités des sociétés à s'investir de façon civile ou publique dans et pour les échanges interculturels. *This course provides an introduction to the theories and concepts used to study intercultural issues in social sciences and humanities: both generally and specifically, on various topics, such as language, education, health, religion, work, migration, as well as the capabilities of societies to involve in civil or public participation, in and towards intercultural exchanges.*			
	Subject specific competences			
	Methodical competences			
	Social and self-comptences			
	Teaching and learning formats			
	Teaching language(s)	French		
	Person in charge	Sophie-Hélène Trigeaud		
	Submodule ID		**Teaching format**	Lecture
	Teaching hours per week	2	**Workload (Submodule)**	50h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Self-studies**	26h
	Examination	tba		
	Examination ID		**Examination language**	French

UNISTRA 8: **Submodule 4**				
	Histoire du livre			
	The history of the book			
	Qualification objective	Le cours vise à apporter des connaissances historiques et techniques sur l'histoire du livre, de sa fabrication et de sa diffusion en Europe, de l'Antiquité à l'époque moderne. *The course aims to provide historical and technical knowledge on the history of books, their production and their distribution in Europe, from Antiquity to Modern Times.*		
	Subject specific competences	Approche historique de la production des livres en Europe, de leur diffusion et de leur réception, à partir de quelques interrogations fondamentales: la "fabrique" de l'auteur, le développement de l'édition, la structuration du droit d'auteur, etc. *A historical approach to the production of books in Europe, their distribution and recep-tion, based on some fundamental questions: the "making" of the author, the develop-ment of publishing, the structuring of copyright, etc.*		
	Methodical competences	Capacité à analyser des documents historiques et à commenter des textes littéraires *Ability to analyze historical documents and comment on literary texts*		
	Social and self-comptences	Travail personnel (courte recherche sur un sujet choisi) et capacité à discuter en groupe *Personal work (short research on a selected topic) and ability to discuss in group*		
	Teaching and learning formats	Travaux dirigés, ateliers, visites (Bibliothèque nationale universitaire de Strasbourg / Bibliothèque humaniste de Sélestat) *Tutorials, workshops, visits (Bibliothèque nationale universitaire de Strasbourg / Bibliothèque humaniste de Sélestat)*		
	Teaching language(s)	French		
	Person in charge	Maud Pfaff		
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Elective (8.4 or 8.5)	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Thereof** **Self-studies**	51h
	Examination	Two written exams; graded		
	Examination ID		**Examination language**	French

UNISTRA 8: **Submodule 5**	Grands textes latins au fondement de la culture européenne			
	Great Latin texts at the foundation of European culture			
	Qualification objective	À partir d'une documentation diverse (textes en traduction française avec latin en regard ; documents icongraphiques : fresques, mosaïques), le cours s'interroge sur les représentations littéraires et culturelles qui ont façonné l'imaginaire européen. Sont traités des thèmes comme les origines du monde et le mythe de l'âge d'or ; la notion de frontière et l'imaginaire des confins ; les jardins romains ; les animaux à Rome. *Based on a variety of documentation (Latin texts in French translation with Latin facing them; iconographic documents: frescoes, mosaics), the course examines the literary and cultural representations that have shaped the European imagination. Are treated topics such as the origins of the world and the myth of the golden age; the notion of border and the imagination of borders; the Roman gardens; animals in Rome.*			
	Subject specific competences	Contexte historique et culturel de l'Antiquité. *Historical and cultural context of the Antiquity.*		
	Methodical competences	Capacité à analyser des documents iconographiques et à commenter des textes littéraires. *Ability to analyze iconographic documents and comment on literary texts*		
	Social and self-comptences	Organisation du travail personnel et capacité à discuter en atelier. *Organisation of personal work and ability to discuss in workshops.*		
	Teaching and learning formats	Travaux dirigés *Tutorial courses*		
	Teaching language(s)	French		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Elective (8.4 or 8.5)	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Self-studies**	51h
	Examination	Two written exams; graded		
	Examination ID		**Examination language**	French

UNISTRA 8: **Submodule 6**				
	Allemand : Histoire culturelle			
	German: Cultural history			
	Qualification objective	Le thème du cours peut varier d'une année à l'autre en fonction de l'enseignant qui le prend en charge. Pour exemple en 2020-21 : « Architecture, sculpture et peinture des époques baroque et classique dans l'espace germanophone ». *The theme of the course may vary from one year to the next depending on the teacher taking it. For example, in 2020-21: "Architecture, Sculpture and Painting of the Baroque and Classical eras in the German-speaking area".*		
	Subject specific competences	Acquisition des connaissances liées au sujet du cours. *Acquisition of knowledge related to the subject of the course.*		
	Methodical competences	Entraînement des compétences de compréhension et d'expression. Analyse de documents textuels et iconographiques en lien avec le thème du cours. *Training of comprehension and expression skills. Analysis of textual and iconographic documents related to the subject of the course.*		
	Social and self-comptences	Entraînement à la gestion du stress par la prise de parole en vue de l'examen oral. Capacité d'échange et d'interaction dans le cadre du groupe. Apprentissage de l'autocompétence par l'organisation du travail personnel. *Stress management training through speaking in preparation for the oral exam. Ability to exchange and interact within the group. Training of self-competences through the organisation of personal work.*		
	Teaching and learning formats	Lecture and seminar / exercises		
	Teaching language(s)	German		
	Person in charge	Karin Heiling (2020)		
	Submodule ID		**Teaching format**	Lecture & Seminar
	Teaching hours per week	1	**Workload (Submodule)**	50h
	Submodule type		**Thereof** **Presence teaching**	12h
	Max. group size	40	**Self-studies**	38h
	Examination	Oral commentary and written exam; graded		
	Examination ID		**Examination language**	German

Module UNISTRA 9					
Littératures, arts, médias européens III					
European literatures, arts and media III					
Université de Strasbourg					
Module type			Obligatory		
Local module ID					
Credits (CP)			11		
Teaching hours per week			**8**		
Semester		Autumn semester	**Workload (overall)**		275h
Turnus		Annual	**Thereof**	**Presence teaching**	96h
Duration		One semester		**Self-studies**	179h
Last changed on 17.06.2021					

UNISTRA 9: **Submodule 1**				
	Littérature allemande			
	German literature			
	Qualification objective	Les étudiants choisiront parmi des sujets offerts, les sujets pouvant évoluer d'une année sur l'autre. Pour exemple en 2020-21 : « L'idée d'Europe dans la littérature de la première moitié du XXe siècle : Stefan Zweig : Die Welt von Gestern. Erinnerungen eines Europäers (1942) », « Récits fantastiques du romantisme allemand ». *Students will choose from a range of topics, which may change from year to year. For example in 2020-21: "The idea of Europe in the literature of the first half of the 20th century: Stefan Zweig: Die Welt von Gestern. Erinnerungen eines Europäers (1942)", "Fantasy stories from German Romanticism".*			
	Subject specific competences	Acquisition des connaissances liées au sujet du cours. *Acquisition of knowledge related to the subject of the course.*		
	Methodical competences	Entraînement des compétences de compréhension et d'expression écrites orales. Analyse de documents divers en lien avec le theme du cours. Recherches personnelles, utilisation de textes scientifques. *Training of written and oral comprehension and expression skills. Analysis of various documents related to the theme of the course. Personal research, use of scientific texts.*		
	Social and self-comptences	Entraînement des compétences d'organisation du travail personnel (notamment les recherches personnelles), de la gestion du stress par la prise de parole libre et la pratique de l'exposé oral. Pratique des compétences d'échanges et d'interaction dans le cadre de travaux de groupe en vue d'une tâche collective finale (préparation d'exposé). *Training of work organisation skills (especially personal research), stress management through free speech and oral presentation practice. Practice of exchange and interaction skills in-group work for a final collective task (preparation of a presentation).*		
	Teaching and learning formats	Lecture and seminar / exercises, student presentations, team work, classroom discussions		
	Teaching language(s)	German		
	Person in charge			
	Submodule ID		**Teaching format**	Lecture & seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Thereof** **Self-studies**	51h
	Examination	Presentation and written work and written exam; graded		
	Examination ID		**Examination language**	German

UNISTRA 9: **Submodule 2**				
	Littérature française et francophone I			
	French literature I			
	Qualification objective	Les étudiants étudieront un corpus d'œuvres littéraires en langue française représentatif d'un thème majeur de la culture française et/ou de l'espace francophone (mythes littéraires structurants, motifs anthropologiques, altérité culturelle, etc.). *Students will study a corpus of French-language literary works representative of a major theme of French culture and/or the French-speaking world (structuring literary myths, anthropological motifs, cultural otherness, etc.).*		
	Subject specific competences	Compréhension des textes littéraires, mise en situation du lecteur critique, analyse de texte *Comprehension of literary texts, critical reading situations, text analysis*		
	Methodical competences	Outils de l'analyse littéraire, contextualisation. Explication de texte, commentaire composé, dissertation (écrit. Explication de texte, exposé thématique, débat d'interprétation (oral) *Tools for literary analysis, contextualisation. Explanation of text, composite commentary, essay (written). Explanation of text, thematic presentation, interpretation debate (oral)*		
	Social and self-comptences	Travail personnel, recherche documentaire, lecture personnelle de textes. Travail en binôme, capacités interactives et organisationnelles, écoute et compréhension *Personal work, documentary research, personal reading of texts. Working in pairs, interactive and organisational skills, listening and understanding*		
	Teaching and learning formats	TD/groupe interactif Seminar		
	Teaching language(s)	French		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Thereof** **Self-studies**	51h
	Examination	Presentation and written exam; graded		
	Examination ID		**Examination language**	French

UNISTRA 9: **Submodule 3**				
	Littérature comparée : la littérature et les autres arts I			
	Comparative literature: literature and arts I			
	Qualification objective	Les étudiants étudieront un corpus d'œuvres littéraires en langue française ou étrangères en traduction française, et d'œuvres picturales, musicales, cinématographiques, sur un programme thématique mettant en jeu les questions fondamentales de la modernité européenne (mythes littéraires structurants, motifs anthropologiques, altérité culturelle, etc.). *Students will study a corpus of literary works in French or foreign languages in French translation, as well as pictorial, musical and cinematographic works, on a thematic programme involving the fundamental issues of European modernity (structuring literary myths, anthropological motives, cultural otherness, etc.).*			
	Subject specific competences	Compréhension des textes littéraires, mise en situation du lecteur critique, analyse littéraire et analyse esthétique, construction d'une interprétation esthétique *Comprehension of literary texts, putting the critical reader in a situation, literary analysis and aesthetic analysis, construction of an aesthetic interpretation.*		
	Methodical competences	Outils de l'analyse littéraire, contextualisation. Explication de texte, commentaire composé, dissertation (écrit). Explication de texte, exposé thématique, débat d'interprétation (oral) *Tools for literary analysis, contextualisation. Explanation of text, composite commentary, essay (written). Explanation of text, thematic presentation, interpretation debate (oral)*		
	Social and self-comptences	Travail personnel, recherche documentaire, lecture personnelle de textes. Travail en binôme, capacités interactives et organisationnelles, écoute et compréhension *Personal work, documentary research, personal reading of texts. Working in pairs, interactive and organisational skills, listening and understanding*		
	Teaching and learning formats	TD/groupe interactif Seminar		
	Teaching language(s)	French		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Self-studies**	51h
	Examination	Presentation and written exam; graded		
	Examination ID		**Examination language**	French

UNISTRA 9: **Submodule 4**				
	L'idée européenne			
	The idea of Europe			
	Qualification objective	Ce cours n'existe pas encore dans l'offre de cours de Strasbourg. Il prendra la forme d'un cycle d'interventions assurées par des enseignants représentant diverses disciplines (littérature, histoire, philosophie…) qui apporteront des éclairages différents sur l'idée européenne, dans une perspective diachronique ou synchronique. *This course does not yet exist in the Strasbourg course offer. It will take the form of a series of lectures by teachers representing various disciplines (literature, history, philosophy, etc.) who will shed different light on the European idea, from a diachronic or synchronic perspective.*			
	Subject specific competences	Acquisition et maîtrise des connaissances disciplinaires liées aux différentes interventions. *Acquisition and mastery of disciplinary knowledge related to the different interventions.*			
	Methodical competences	Capacité d'abstraction et d'analyse face à des notions culturelles, historiques, politiques et géopolitiques complexes. Prise de notes, réflexion problématisée, apprentissage personnel *Ability to abstract and analyse complex cultural, historical, political and geopolitical concepts. Note-taking, problem-oriented thinking, personal learning*			
	Social and self-comptences	Autonomie intellectuelle, aptitude à adopter différents points de vue sur le monde, esprit critique *Intellectual autonomy, ability to take different views of the world, critical thinking*			
	Teaching and learning formats	*Lecture*			
	Teaching language(s)	French			
	Person in charge				
	Submodule ID		**Teaching format**		Lecture
	Teaching hours per week	2	**Workload (Submodule)**		50h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	24h
	Max. group size	40		**Self-studies**	26h
	Examination	Satisfecit (présence obligatoire) *Satisfecit (compulsory attendance)*			
	Examination ID		**Examination language**		French

Module UNISTRA 10					
Acquisition des langues et linguistique – Français II					
Language acquisition and linguistics – French II					
Université de Strasbourg					
Module type		Obligatory			
Local module ID					
Credits (CP)		**9**			
Teaching hours per week		**5,5**			
Semester	Spring semester	**Workload (overall)**		225h	
Turnus	Annual	**Thereof**	**Presence teaching**	66h	
Duration	One semester		**Self-studies**	159h	
Last changed on 17.06.2021					

UNISTRA 10: **Submodule 1**				
	Cours de Français Langue Étrangère. Niveau perfectionnement (B2/C1) II			
	Language class French as a foreign language (B2/C1) II			
	Qualification objective	Ce cours de Français Langue Etrangère s'adresse aux étudiants aux étudiants allemands et espagnol de deuxième et troisième années. Le but est de faciliter leur integration au sein de l'Unistra, en tenant compte de l'hétérogénéité éventuelle du groupe. L'accent sera mis sur l'aspect communicationnel, mais l'enseignant s'adaptera à tous les cas particuliers de façon à proposer un suivi personnalisé. En outre, ce cours dédié à la licence tri-nationale contribuera à fédérer la cohorte. *This French as a Foreign Language course is aimed at second- and third-year German and Spanish students. The aim is to facilitate their integration into Unistra, considering the possible heterogeneity of the group. The emphasis will be on the communication aspect, but the teacher will adapt to cases to offer personalized follow-up. In addition, this course dedicated to the tri-national Bachelor will help the cohort exist as a group.*		
	Subject specific competences	Minimum requis : Niveau B1 du CECRL* *Minimum required: Level B1 of the CEFRL**		
	Methodical competences	Cours de langue étrangère fondé sur une méthode communicationnelle. *Foreign language course based on a communication method.*		
	Social and self-comptences	Être capable d'interagir avec les autres étudiants et de contribuer aux progrès de l'ensemble du groupe. *Be able to interact with other students and contribute to the progress of the whole group.*		
	Teaching and learning formats	Travaux dirigés *Tutorial courses*		
	Teaching language(s)	French		
	Person in charge			
	Submodule ID		**Teaching format**	Interactive group
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Thereof** **Self-studies**	51h
	Examination	Exercices notés, oraux et écrits *Graded oral and written exercises*		
	Examination ID		**Examination language**	French

UNISTRA 10: **Submodule 2**				
	Linguistique française : Linguistique populaire			
	French linguistics: Folk linguistics			
	Qualification objective	La « linguistique populaire » correspond à l'ensemble des connaissances, représentations, assertions ordinaires à propos de la langue chez le locuteur naïf (naturel), c'est-à-dire tout locuteur d'une langue dont la linguistique n'est pas la profession. On étudiera notamment le savoir spontané des acteurs sur le monde (déposé dans les proverbes ou dictons par exemple), qui se distingue du savoir savant ou scientifique. *"Folk linguistics" corresponds to the set of ordinary knowledge, representations, assertions about language in the naive (natural) speaker, that is to say any speaker of a language of which linguistics is not the profession. We will study in particular the spontaneous knowledge of actors about the world (deposited in proverbs or sayings for example), which is distinguished from scholarly or scientific knowledge.*			
	Subject specific competences	Savoir confronter des connaissances à des cas pratiques. Identifier les champs de la linguistique populaire. Distinguer les « fautes » normatives des interventions spontanées sur la langue. *Knowing how to compare knowledge with practical cases. Identify the fields of popular linguistics. Distinguish between normative "mistakes" and spontaneous interventions on the language.*			
	Methodical competences	Autonomie et initiative dans la recherche de situations et d'exemples. Partage et discussion collective des phénomènes rencontrés. Mise à l'épreuve de ses propres expériences et habitudes langagières. *Autonomy and initiative in the search for situations and examples. Sharing and collaborative discussion of the phenomena encountered. Testing one's own language experiences and habits.*			
	Social and self-comptences	Compétences cognitives : capacité de décision, traitement de l'information. Compétences comportementales : conversation et négociation, prise et changement de perspective. Motivation : sentiment d'efficacité et de contrôle. *Cognitive skills: decision-making ability, information processing. Behavioural skills: conversation and negotiation, taking and changing perspective. Motivation: sense of efficacy and control*			
	Teaching and learning formats	TF : CM (1h/semaine) + TD (2h/semaine) / Lecture (1h/week) + Interactive course & Tutorial (2h/week) LF : Analyse de corpus, étude de cas, résolution de problèmes / Corpus analysis, case study, problem solving			
	Teaching language(s)	French			
	Person in charge				
	Submodule ID		**Teaching format**		Interactive course
	Teaching hours per week	2	**Workload (Submodule)**		75h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	24h
	Max. group size	40		**Self-studies**	51h
	Examination	Graded exercise and written exam; graded			
	Examination ID		**Examination language**		French

UNISTRA 10: **Submodule 3**				
	Traduction français/espagnol II			
	French/Spanish translation II			
	Qualification objective			
	Subject specific competences	L'étudiant devra dominer la méthodologie élémentaire de la traduction littéraire. *The student will have to master the elementary methodology of literary translation*.		
	Methodical competences	Maniement des ouvrages métalinguistiques, grammaires contrastives et dictionnaires. *Handling of metalinguistic works, contrastive grammars and dictionaries.*		
	Social and self-comptences	Participation active au travail de traduction élaboré en classe. Préparation rigoureuse des textes en dehors des cours. *Active participation in the translation work developed in class. Rigorous preparation of texts outside of class.*		
	Teaching and learning formats	Seminar		
	Teaching language(s)	Spanish, French		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	1,5	**Workload (Submodule)**	75h
	Submodule type	Elective (10.3 or 10.4)	**Thereof** **Presence teaching**	18h
	Max. group size	40	**Self-studies**	57h
	Examination	Two written exams; graded		
	Examination ID		**Examination language**	Spanish, French

UNISTRA 10: **Submodule 4**				
	Traduction français/allemand II			
	French/German translation II			
	Qualification objective			
	Subject specific competences	L'étudiant devra dominer la méthodologie élémentaire de la traduction littéraire. *The student will have to master the elementary methodology of literary translation*.		
	Methodical competences	Maniement des ouvrages métalinguistiques, grammaires contrastives et dictionnaires. *Handling of metalinguistic works, contrastive grammars and dictionaries.*		
	Social and self-comptences	Participation active au travail de traduction élaboré en classe. Préparation rigoureuse des textes en dehors des cours. *Active participation in the translation work developed in class. Rigorous preparation of texts outside of class.*		
	Teaching and learning formats	Seminar		
	Teaching language(s)	German, French		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	1,5	**Workload (Submodule)**	75h
	Submodule type	Elective (10.3 or 10.4)	**Thereof** **Presence teaching**	18h
	Max. group size	40	**Self-studies**	57h
	Examination	Two written exams; graded		
	Examination ID		**Examination language**	German, French

Module UNISTRA 11					
Cultures et civilisations européennes IV					
European cultures and civilisations IV					
Université de Strasbourg					
Module type		Obligatory			
Local module ID					
Credits (CP)		10			
Teaching hours per week		**6**			
Semester	Spring semester	**Workload (overall)**		250h	
Turnus	Annual	**Thereof**	**Presence teaching**	72h	
Duration	One semester		**Self-studies**	178h	
Last changed on 17.06.2021					

UNISTRA 11: **Submodule 1**				
	Grands textes latins au fondement de la culture européenne			
	Great Latin texts at the foundation of European culture			
	Qualification objective	Etude de textes de l'Antiquité classique, essentiellement latins, présentés en traduction française avec le latin en regard. Histoire de l'origine des genres littéraires dans la culture européenne. Etudes sur le temps long de la pensée et de l'imaginaire antiques. *Study of texts from Classical Antiquity, mainly Latin, presented in French translation with Latin opposite. History of the origin of literary genres in European culture. Long-term study of themes from ancient thought and imagination.*		
	Subject specific competences	Contexte historique et culturel de l'Antiquité *Historical and cultural context.*		
	Methodical competences	Capacité à commenter des textes littéraires *Ability to comment on literary texts.*		
	Social and self-comptences	Organisation du travail personnel et capacité à discuter en atelier *Organisation of personal work and ability to discuss in workshops*		
	Teaching and learning formats	Travaux dirigés *Tutorial courses*		
	Teaching language(s)	French		
	Person in charge	Agnès Arbo		
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Thereof** **Self-studies**	51h
	Examination	Written exam		
	Examination ID		**Examination language**	French

UNISTRA 11: **Submodule 2**				
	Culture et arts dans le monde hispanique II			
	Cultures and arts of the Hispanic World II			
	Qualification objective	Le cours, dont les contenus peuvent varier d'une année à l'autre, pourra être envisagé sous l'un de ces angles. 1) Les grands courants esthétiques, les mouvements, les écoles, les générations d'écrivains, d'artistes ; les grandes étapes de l'histoire culturelle (par exemple la Renaissance, le Baroque, les avant-gardes, le pop art etc.). 2) Les arts (de la littérature aux arts plastiques et l'architecture à la musique et aux arts de la scène etc.) comme support et lieu pour une approche de la société dans lesquels ils s'inscrivent. *The contents of this class will vary from year to year but will always focus on major aesthetic movements, schools, generations of writers and artists, major stages of cultural history (the Renaissance, the Baroque, the Avant-Garde, Pop Art, etc.) or on the arts (literature, plastic arts, architecture, music, drama, etc.) as means to analyse the society in which they developed.*			
	Subject specific competences	Culture générale sur les grands courants esthétiques européens. *General culture on the major European aesthetic trends.*		
	Methodical competences	Capacité d'analyse et de synthèse. Organisation de l'exposé tant à l'écrit qu'à l'oral. *Ability to analyze and synthesize. Organization of the presentation both in writing and orally.*		
	Social and self-comptences	Autoorganisation dans l'apprentissage disciplinaire et interdisciplinaire. Capacité à travailler en groupe et individuellement. *Self-organization in disciplinary and interdisciplinary learning. Ability to work in groups and individually.*		
	Teaching and learning formats	CM Lecture		
	Teaching language(s)	Spanish		
	Person in charge			
	Submodule ID		**Teaching format**	Lecture
	Teaching hours per week	1	**Workload (Submodule)**	50h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	12h
	Max. group size	40	**Thereof** **Self-studies**	38h
	Examination	Presentation and written exam; graded		
	Examination ID		**Examination language**	Spanish

UNISTRA 11: **Submodule 3**				
	Civilisation allemande			
	German civilisation			
	Qualification objective	Les étudiants choisiront librement un cours parmi les deux sujets de civilisation offerts, les sujets pouvant évoluer d'une année sur l'autre. Pour exemple en 2020-21 : « L'espace culturel transfrontalier du Rhin Supérieur : entre histoire partagée, spécificités et politiques transfrontalières » et « Peinture, politique et société en Allemagne, de la "Nouvelle objectivité" aux années 1980 ». *Students will be free to choose a course from among the two civilisation topics offered, with the topics changing from year to year. For example, in 2020-21: "The cross-border cultural space of the Upper Rhine: between shared history, specificities and cross-border policies" and "Painting, politics and society in Germany, from the "New Objectivity" to the 1980s".*		
	Subject specific competences	Acquisition des connaissances liées au sujet du cours. *Acquisition of knowledge related to the subject of the course.*		
	Methodical competences	Entraînement des compétences de compréhension et d'expression écrites orales. Analyse de documents divers en lien avec le theme du cours. Recherches personnelles, utilisation de textes scientifiques. *Training of written and oral comprehension and expression skills. Analysis of various documents related to the theme of the course. Personal research, use of scientific texts.*		
	Social and self-comptences	Entraînement des compétences d'organisation du travail personnel (notamment les recherches personnelles), de la gestion du stress par la prise de parole libre et la pratique de l'exposé oral. Pratique des compétences d'échanges et d'interaction dans le cadre de travaux de groupe en vue d'une tâche collective finale (préparation d'exposé). *Training of work organisation skills (especially personal research), stress management through free speech and oral presentation practice. Practice of exchange and interaction skills in group work for a final collective task (preparation of a presentation).*		
	Teaching and learning formats	Lecture and seminar / exercises, student presentations, team work, classroom discussions.		
	Teaching language(s)	German		
	Person in charge			
	Submodule ID		**Teaching format**	Lecture & Seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Thereof** **Self-studies**	51h
	Examination	Presentation and written work and written exam; graded		
	Examination ID		**Examination language**	German

UNISTRA 11: **Submodule 4**				
	Culture et Société dans le monde hispanique			
	Culture and society in the Hispanic World			
	Qualification objective	Le théâtre en Espagne au début du XVIIème siècle. Le cours s'articule en trois parties : - Une présentation générale de la « comedia nueva » et des conditions de la représentation théâtrale au début du XVIIème siècle en Espagne. - L'étude des principales idées de El Arte nuevo de hacer comedias. - L'analyse de Peribáñez essentiellement fondée sur la question des trois unités et sur l'application que fait Lope des principes exposés dans el Arte Nuevo. *The theater in Spain at the beginning of the 17th century. The course is divided into three parts:* - *A general presentation of the "comedia nueva" and the conditions of theatrical performance at the beginning of the 17th century in Spain.* - *The study of the main ideas of El Arte nuevo de hacer comedias.* *Peribáñez's analysis essentially based on the question of the three units and on Lope's application of the principles set out in el Arte nuevo.*			
	Subject specific competences	Etude de la société espagnole au XVIIème; histoire du théâtre; le rôle fondamental du théâtre de Lope de Vega pour l'évolution du genre théâtral en Espagne. *Study of Spanish society in the 17th century; history of the theater; the fundamental role of Lope de Vega's theater for the development of the theatrical genre in Spain.*			
	Methodical competences	Connaissance générale de la société espagnole aux XVIème et XVIIème siècles : contexte historique et grands courants littéraires et artistiques. *General knowledge of Spanish society in the 16th and 17th centuries: historical context and major literary and artistic trends.*			
	Social and self-comptences	Travail personnel, recherche documentaire, lecture personnelle approfondie des deux textes au programme. Capacités interactives et organisationnelles, écoute et compréhension. *Personal work, documentary research, in-depth personal reading of the two texts on the program. Interactive and organizational skills, listening and understanding.*			
	Teaching and learning formats	Lecture			
	Teaching language(s)	Spanish			
	Person in charge				
	Submodule ID		**Teaching format**		Lecture
	Teaching hours per week	1	**Workload (Submodule)**		50h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	12h
	Max. group size	40		**Self-studies**	38h
	Examination	Presentation and written exam (60 min); graded			
	Examination ID		**Examination language**		Spanish

Module UNISTRA 12					
Littératures, arts, médias européens IV					
European literatures, arts and media IV					
Université de Strasbourg					
Module type			Obligatory		
Local module ID					
Credits (CP)			11		
Teaching hours per week			**7**		
Semester		Spring semester	**Workload (overall)**		275h
Turnus		Annual	**Thereof**	**Presence teaching**	84h
Duration		One semester		**Self-studies**	191h
Last changed on 17.06.2021					

UNISTRA 12: **Submodule 1**				
	Allemand : Histoire des idées			
	German: History of ideas			
	Qualification objective	Le thème du cours peut varier d'une année à l'autre en fonction de l'enseignant qui le prend en charge. Pour exemple en 2020-21 : « Natur und Umwelt : Eine Genealogie der Ökologie im deutschsprachigen Raum » *The theme of the course may vary from one year to the next depending on the teacher taking it. For example, in 2020-21: "Nature and Environment: A Genealogy of Ecology in the German-Speaking World"*		
	Subject specific competences	Acquisition des connaissances liées au sujet du cours. *Acquisition of knowledge related to the subject of the course.*		
	Methodical competences	Entraînement des compétences de compréhension et d'expression. Analyse de documents divers en lien avec le thème du cours. *Training of comprehension and expression skills. Analysis of various documents related to the subjet of the course.*		
	Social and self-comptences	Entraînement des compétences de compréhension et d'expression écrite et orale. Analyse de documents divers en lien avec le thème du cours. Recherches personnelles, utilisation de textes scientifiques. *Training of written and oral comprehension and expression skills. Analysis of various documents related to the subject of the course. Personal research, use of scientific texts.*		
	Teaching and learning formats	Lecture and seminar / student presentations, classroom discussions		
	Teaching language(s)	German		
	Person in charge	Aurélie Choné (2021)		
	Submodule ID		**Teaching format**	Lecture & Seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Thereof** **Self-studies**	51h
	Examination	Presentation and hand-out, written exam		
	Examination ID		**Examination language**	German

UNISTRA 12: **Submodule 2**				
	Littérature française et francophone II			
	French literature II			
	Qualification objective	Les étudiants étudieront un corpus d'œuvres littéraires en langue française représentatif d'un thème majeur de la culture française et/ou de l'espace francophone (mythes littéraires structurants, motifs anthropologiques, altérité culturelle, etc.). *Students will study a corpus of French-language literary works representative of a major theme of French culture and/or the French-speaking world (structuring literary myths, anthropological motifs, cultural otherness, etc.).*		
	Subject specific competences	Compréhension des textes littéraires, mise en situation du lecteur critique, analyse de texte *Comprehension of literary texts, critical reading situations, text analysis*		
	Methodical competences	Outils de l'analyse littéraire, contextualisation. Explication de texte, commentaire composé, dissertation (écrit). Explication de texte, exposé thématique, débat d'interprétation (oral) *Tools for literary analysis, contextualisation. Explanation of text, composite commentary, essay (written). Explanation of text, thematic presentation, interpretation debate (oral)*		
	Social and self-comptences	Travail personnel, recherche documentaire, lecture personnelle de textes. Travail en binôme, capacités interactives et organisationnelles, écoute et compréhension *Personal work, documentary research, personal reading of texts. Working in pairs, interactive and organisational skills, listening and understanding*		
	Teaching and learning formats	TD/groupe interactif ; Seminar		
	Teaching language(s)	French		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Self-studies**	51h
	Examination	Presentation and written exam; graded		
	Examination ID		**Examination language**	French

UNISTRA 12: **Submodule 3**				
	Littérature comparée : la littérature et les autres arts II			
	Comparative literature: literature and arts II			
	Qualification objective	Les étudiants étudieront un corpus d'œuvres littéraires en langue française ou étrangères en traduction française, et d'œuvres picturales, musicales, cinématographiques, sur un programme thématique mettant en jeu les questions fondamentales de la modernité européenne (mythes littéraires structurants, motifs anthropologiques, altérité culturelle, etc.). *Students will study a corpus of literary works in French or foreign languages in French translation, as well as pictorial, musical and cinematographic works, on a thematic programme involving the fundamental issues of European modernity (structuring literary myths, anthropological motives, cultural otherness, etc.).*			
	Subject specific competences	Compréhension des textes littéraires, mise en situation du lecteur critique, analyse littéraire et analyse esthétique, construction d'une interprétation esthétique *Comprehension of literary texts, putting the critical reader in a situation, literary analysis and aesthetic analysis, construction of an aesthetic interpretation.*		
	Methodical competences	Outils de l'analyse littéraire, contextualisation. Explication de texte, commentaire composé, dissertation (écrit). Explication de texte, exposé thématique, débat d'interprétation (oral) *Tools for literary analysis, contextualisation. Explanation of text, composite commentary, essay (written). Explanation of text, thematic presentation, interpretation debate (oral)*		
	Social and self-comptences	Travail personnel, recherche documentaire, lecture personnelle de textes. Travail en binôme, capacités interactives et organisationnelles, écoute et compréhension *Personal work, documentary research, personal reading of texts. Working in pairs, interactive and organisational skills, listening and understanding*		
	Teaching and learning formats	TD/groupe interactif seminar		
	Teaching language(s)	French		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	2	**Workload (Submodule)**	75h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	24h
	Max. group size	40	**Self-studies**	51h
	Examination	Presentation and written exam; graded		
	Examination ID		**Examination language**	French

UNISTRA 12: **Submodule 4**				
	Littérature espagnole			
	Spanish literature			
	Qualification objective	Etude approfondie de la littérature espagnole au travers de textes ou d'œuvres *The course focusses on Spanish literature and either different texts or a single work will be studied*		
	Subject specific competences	Etude approfondie de la littérature espagnole par des textes et des oeuvres. *In-depth study of Spanish literature through texts and works.*		
	Methodical competences	Connaître les grands courants et les caractéristiques de la littérature de l'époque concernée; situer les textes dans leur contexte historique. *Know the main trends and the characteristics of the literature of the period concerned; situate the texts in their historical context.*		
	Social and self-comptences	Travail personnel, recherche documentaire, lecture personnelle de textes. Capacité interactives et organisationnelles, écoute et compréhension. *Personal work, documentary research, personal reading of texts. Interactive and organizational skills, listening and understanding.*		
	Teaching and learning formats	Lecture		
	Teaching language(s)	Spanish		
	Person in charge			
	Submodule ID		**Teaching format**	Seminar
	Teaching hours per week	1	**Workload (Submodule)**	50h
	Submodule type	Obligatory	**Thereof** **Presence teaching**	12h
	Max. group size	40	**Thereof** **Self-studies**	38h
	Examination	Two written exams; graded		
	Examination ID		**Examination language**	Spanish

Modules at Universidad de Málaga (UMA 1 to UMA 17)

UMA – Year 1

Module UMA 1					
Lengua alemana para la mediación intercultural I					
German language for intercultural mediation I					
Universidad de Málaga					
Module type		Compulsory			
Local module ID					
Credits (CP)		6			
Teaching hours per week		**3**			
Semester	Autumn semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	45h	
Duration	One semester		**Self-studies**	105h	

Qualification objective	En este módulo los estudiantes desarrollarán una competencia general bá-sica en la lengua alemana y adquirirán habilidades básicas para la media-ción entre diferentes lenguas y culturas. *In this module, students will develop their general competence level in German Language and will acquire basic skills in translation as mediation between different languages and cultural backgrounds.*
Subject-related competences	El principal objetivo de esta asignatura es que los alumnos comiencen a dominar la lengua alemana escrita y oral, alcanzando un nivel A-1 del Marco de Referencia Europea para las Lenguas. Asimismo, los alumnos deberán adquirir los conocimientos culturales que les permitan conocer e interpretar los hechos lingüísticos y extralingüísticos que se ven implicados en los procesos de mediación que se dan, especialmente, en el ámbito europeo. Al finalizar la asignatura, los alumnos deberán ser capaces de comunicarse tanto por escrito como oralmente en un marco no especializado. También deberán manejar los puntos fundamentales de la gramática alemana incluidos en el temario. En concreto, serán objetivos prioritarios de la asignatura: 1) Adquirir los conocimientos básicos de la lengua alemana como lengua de trabajo y ser capaces de aplicarlos en contextos concretos relacionados con la mediación lingüística. 2) Reconocer tipologías textuales diversas de la vida cotidiana. Analizar y producir textos sencillos. 3) Dominar la comunicación oral en el nivel exigido en la asignatura. 4) Orientarse hacia el autoaprendizaje y hacia el trabajo en equipo. *The aim of this module is to enable students to begin to master written and spoken communication skills in German at the A-1 level according to the Common European Framework of Reference for Languages. Besides, students should acquire cultural knowledge that would allow them to interpret both linguistic and extra-linguistic features present in the mediation processes that, in particular, take place within European contexts.* *At the end of this module, students will be expected to communicate both orally and in written form within non-specialized contexts. They should also have a grip on the basic grammar concepts of the German language that are presented in the syllabus. The priority objectives of this module are the following:*

	1) to acquire basic knowledge of German as work language and to be capable of applying them into each context related to linguistic mediation. *2) to identify different text types about daily life, and analyze and produce simple texts.* *3) to master spoken communication skills reaching the level required for this subject.* *4) to show a leaning towards self-directed learning and group work.*
Methodical competences	Los estudiantes deberán desarrollar las habilidades fundamentales, tanto ora-les como escritas, que garanticen una comunicación adecuada y a nivel profe-sional en lengua alemana. También deberán adquirir los conocimientos de otras culturas y costumbres para poder llevar a cabo una correcta interacción y mediación lingüística y cultural. Asimismo, deberán adquirir las destrezas necesarias para llevar a cabo tareas de documentación y búsqueda de infor-mación que permitan una mediación lingüística de calidad y deberán adquirir los conocimientos necesarios para el manejo de aquellas herramientas infor-máticas que sirvan de asistencia y apoyo al mediador en las tareas de locali-zación. *Students should develop the basic skills in spoken and written language nec-essary to ensure an accurate and professional communication in the German language. Furthermore, students should acquire basic knowledge about other cultures and customs in order to carry out an interaction and cultural-linguistic mediation correctly. Students should also be required to obtain the necessary skills to carry out documentation tasks and information search that will allow them to achieve high quality in their linguistic mediation tasks.*
Social and self-competences	Los estudiantes deberán desarrollar la capacidad de liderazgo y de trabajo en equipo tanto en un contexto nacional e internacional como la flexibilidad necesaria para adaptarse a las nuevas situaciones lingüísticas que se generen, especialmente dentro del ámbito europeo. Del mismo modo, trabajarán la capacidad de desenvolverse encontextos en los que el trabajo de mediación sea necesario. También se les requerirá el desarrollo del aprendizaje autónomo, basado en la capacidad de investigación de aspectos lingüísticos y extralingüísticos que sean primordiales para la mediación. *Students must develop leadership abilities and teamwork skills both for national and international context with a flexibility to adapt to new linguis-tic situations, especially within the European contexts. Likewise, they will practice and develop their capacities to deal with those contexts in which mediation becomes necessary.*
Teaching and learning formats	Seminarios, trabajos en grupo, presentaciones orales individuales o en grupo, análisis de textos y documentos audiovisuales, estudios de caso. *Seminar, group work, oral individual or group presentations, textual and audio-visual analysis, case studies.*
Person in charge	NN
Prerequisites	none
Language(s) of instruction	German

Examination

Module examination

Examination ID		**Language**	German
Form of assessment		**Workload for preparation**	60h
Graded assessment?	yes		
Additional Information regarding examination	Written and oral language proficiency tests		

Last changed on 15.10.2021

Module UMA 2					
Lengua Francesa para la mediación intercultural I					
French language for intercultural mediation I					
Universidad de Málaga					
Module type		Compulsory			
Local module ID					
Credits (CP)		6			
Teaching hours per week		**3**			
Semester	Autumn semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	45h	
Duration	One semester		**Self-studies**	105h	

Qualification objective	En este módulo, los estudiantes, quienes poseerán, al menos, un nivel A1.2 (MCERL) en Lengua francesa, continuarán avanzando en su ad-quisición de conocimientos y habilidades lingüísticas hasta alcanzar un nivel B1.1 (MCERL), al tiempo que comenzarán a desarrollar de forma consciente habilidades comunicativas interculturales. *In this module, students, who will have at least level A1.2 (CEFRL) in French, will continue to advance their acquisition of language knowledge and skills to level B1.1 (CEFRL), while consciously begin-ning to develop intercultural communication skills.*
Subject-related competences	Los estudiantes han adquirido las competencias lingüísticas (orales y es-critas), así como las comunicativo-culturales correspondientes al nivel B1.1 (MCERL). Se han familiarizado con algunas de las características de las diferentes áreas geopolíticas y socio-culturales francófonas. Han adquirido habilidades comunicativas interculturales de carácter general en relación con estas áreas. Pueden establecer y mantener una relación comunicativa oral y escrita en diferentes contextos en los que se utiliza el francés como lengua general. *Students have acquired the linguistic skills (oral and written) as well as the communicative-cultural skills corresponding to level B1.1 (CEFRL). They have become familiar with some of the characteristics of the dif-ferent French-speaking geopolitical and socio-cultural areas. They have acquired intercultural communicative skills of a general nature in relation to these areas. They also are able to establish and maintain an oral and written communicative relationship in different contexts in which French is used as a general language.*
Methodical competences	Los estudiantes son capaces de buscar información (lingüística, histórica, económica, cultural, social…) en sitios web francófonos. Pueden conectar acontecimientos o fenómenos propios de su cultura o lengua con los relativos a los espacios francófonos. Pueden preparar un proyecto de mediación que tome en consideración cuestiones interculturales en relación con su país y un país o área francófona. *Students are able to search for information (linguistic, historical, economic, cultural, social...) on French-speaking websites. They can connect events or phenomena specific to their own culture or language with those relating to French-speaking areas. They can prepare a mediation project that takes into consideration intercultural issues in relation to their country and a French-speaking country or area.*
Social and self-competences	Los estudiantes han desarrollado las habilidades necesarias para trabajar en un equipo multicultural. Han mejorado su capacidad para aprender de forma autónoma. Han adquirido mayor sensibilidad en sus relaciones con personas de otras culturas. Pueden detectar posibles conflictos intercultu-rales en el ámbito cotidiano. *Students have developed the necessary skills to work in a multicultural group. They have improved their ability to learn autonomously. They have acquired greater sensitivity in their relations with people from other cultures. They are also able to detect possible intercultural conflicts in every-day life.*

Teaching and learning formats		Seminarios, trabajos en grupo, presentaciones orales individuales o en grupo, análisis de textos y documentos audiovisuales, estudios de caso. *Seminar, group work, oral individual or group presentations, textual and audio-visual analysis, case studies.*		
Person in charge		NN		
Prerequisites		none		
Language(s) of instruction		French		
Examination	Module examination			
	Examination ID		**Scope**	
	Form of assessment		**Workload for preparation**	60h
	Graded assessment?	yes		
	Additional Information regarding examination	Written and oral language proficiency tests		
				Last changed on 15.10.2021

Module UMA 3					
Historia de Europa					
History of Europe					
Universidad de Málaga					
Module type		Compulsory			
Local module ID					
Credits (CP)		6			
Teaching hours per week		**3**			
Semester	Autumn semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	45h	
Duration	One semester		**Self-studies**	105h	

Qualification objective	En este curso los estudiantes cultivarán la comprensión de la historia de Europa mediante el análisis de fuentes históricas y su aprendizaje con el objetivo de establecer conexiones para explorar conceptos como la economía, la cultura los desarrollos intelectuales, los estados y las instituciones de poder, la organización social, etc. *In this course, students will cultivate their understanding of European history, analysing historical sources and learning to make connections to explore concepts like economic, cultural and intellectual developments, states and institutions of power, social organisations, etc.*
Subject-related competences	Posibilitar que el alumno conozca la Historia de Europa desde una perspectiva comparativa e integradora, y los diferentes proyectos que han surgido históricamente sobre la posibilidad de construir un espacio de convivencia europeo común y compartido. Desarrollar en el alumno la capacidad de reconocer la diversidad metodológica y analítica en el estudio del territorio, la sociedad y el patrimonio europeo, así como de los procesos históricos de cambio y continuidad a los que se ven sometidos desde un punto de vista multidisciplinar e integrador. Ampliar la visión sincrónica y diacrónica del comportamiento humano en el marco de la diversidad geográfica y de sus manifestaciones históricas y artísticas en el ámbito europeo. *This module will present the History of Europe from both a comparative and an integrative perspective and pay special attention to the different historical projects that have envisioned a common European area where coexistence was presented as possible. Students should also develop the capacity to recognize the analytical and methodological diversity in the study of European territories, societies and patrimony together with the historical processes based both on the change and continuity in which they were involved. Students will also widen both their synchronic and diachronic vision of human behavior from the perspective of geographic diversity and the historical and artistic manifestations in Europe.*
Methodical competences	Se fomentará en los alumnos las habilidades para recuperar y analizar información desde diferentes fuentes, así como las destrezas de análisis y síntesis a través del comentario de obras artísticas y literarias y la evaluación crítica de documentos históricos. *Students will develop their skills to find and analyse information coming from different sources; they will also apply their analytic and syncretic capacities through the discussion of literary and artistic works and the critical evaluation of historical documents.*
Social and self-competences	Implementación de las capacidades necesarias para poder trabajar tanto individualmente como en equipos interdisciplinares. Desarrollo de la capacidad para reconocer la diversidad y la multiculturalidad, a través del conocimiento de otras culturas en escalas espaciotemporales distintas.

	Students will work both individually and in groups. Students will develop their capacity to acknowledge diversity and multiculturalism as they will become familiar with other cultures at different space and temporal levels.
Teaching and learning formats	Seminarios, lectura de textos, discusiones, presentaciones y trabajo en grupo. *Seminar, text reading, discussion, presentations and group work.*
Person in charge	
Prerequisites	None
Language(s) of instruction	Spanish

Examination	Module examination			
	Examination ID		**Scope**	
	Form of assessment		**Workload for preparation**	60h
	Graded assessment?	yes		
	Additional Information regarding examination	Term paper (15-20 pages)		
				Last changed on 15.10.2021

Module UMA 4					
	Lingüística aplicada a la traducción y la interpretación				
	Linguistics applied to translation and interpreting studies				
	Universidad de Málaga				
	Module type		Compulsory		
	Local module ID				
	Credits (CP)		6		
	Teaching hours per week		**3**		
	Semester	Autumn semester	**Workload (overall)**		150h
	Turnus	Annual	**Thereof**	**Presence teaching**	45h
	Duration	One semester		**Self-studies**	105h

Qualification objective	En esta asignatura los estudiantes podrán relacionar conceptos básicos de la lingüística con su aplicación a la práctica de la traducción y la interpretación. Los aspectos relacionados con la psicolingüística, la etnolingüística y la sociolingüística serán muy relevantes para establecer dichas relaciones. *In this course students will relate theoretical linguistic concepts to their practical application to translation and interpreting practices, focussing on psycholinguistic, ethnolinguistic and sociolinguistic issues in translation.*
Subject-related competences	El conocimiento y reflexión sobre distintos ámbitos de la lingüística aplicada que tienen especial relevancia en el proceso de traducción: glosodidáctica, psicolingüística, etnolingüística, sociolingüística. El conocimiento y reflexión sobre la evolución de las distintas formas de análisis del proceso de traducción: desde la gramática tradicional a la lingüística del texto y el análisis del discurso. Ser capaces de reflexionar sobre los procesos psicolingüísticos, etnolingüísticos y sociolingüísticos que intervienen en la traducción e interpretación, así como analizar y comentar textos teóricos de esas disciplinas. *Knowledge and understanding about different applied linguistic issues relevant in the translation process: glossodidactics, psycholinguistics, ethnolinguistics and sociolinguistics. Knowledge and understanding on different methodologies and techniques in the translation process: from traditional approaches to text linguistics and discourse analysis. Ability to analyse and comment theoretical approaches to translation and interpreting, from a psicolinguistic, ethnolinguistic and sociolinguistic perspective.*
Methodical competences	El alumnado podrá manejar con soltura los términos técnicos de este ámbito y podrá identificar los posicionamientos teóricos y metodológicos más destacados. Así mismo, toma conciencia de la relación existente entre la reflexión teórica sobre cuestiones lingüísticas y la aplicación a la resolución de problemas en el ámbito de la traducción e interpretación. *Students can confidently deal with technical terms and interdisciplinary theoretical and methodological approaches. They are able to apply different linguistic methodological approaches appropriately to translation practice and to assess their respective scope. In addition, they acquire the ability to look at and analyse objects of study from an interdisciplinary and pluri-methodological perspective.*
Social and self-competences	Capacidad de trabajo autónomo para el aprendizaje interdisciplinar; habilidad de trabajar de forma eficiente tanto en grupos como individualmente. *Self-organisation in subject-related and interdisciplinary learning as well as in studies; ability to work successfully and effectively in groups and individually.*
Teaching and learning formats	Seminar, text reading, discussion, presentation, group work.
Person in charge	

Prerequisites		None		
Language(s) of instruction		Spanish		
Examination	Module examination			
	Examination ID		**Scope**	
	Form of assessment		**Workload for preparation**	60h
	Graded assessment?	yes		
	Additional Information regarding examination	Presentation and term paper (12-15 pages)		
				Last changed on 15.10.2021

Module UMA 5					
	Lingüística general				
	General linguistics				
	Universidad de Málaga				
	Module type		Compulsory		
	Local module ID				
	Credits (CP)		6		
	Teaching hours per week		**3**		
	Semester	Autumn semester	**Workload (overall)**		150h
	Turnus	Annual	**Thereof**	**Presence teaching**	45h
	Duration	One semester		**Self-studies**	105h

Qualification objective	Esta asignatura es una introducción a las propiedades fundamentales del lenguaje, tanto en lo que respecta a las categorías universales de los fenómenos lingüísticos como en relación a las categorías de las que dependen. *This course offers an introduction to the study of general characteristics of language, tracing and defining the universal categories of speech-phenomena, as well as the factors on which these categories depend.*
Subject-related competences	En este curso se adquiere conocimiento sobre lingüística interna y externa y sobre la relación entre lenguaje, lengua y acto lingüístico. Los estudiantes también se familiarizarán con los diferentes niveles de análisis lingüístico. Un bloque temático completo se dedicará al estudio de la diversidad lingüística, en el que se tratarán aspectos fundamentales de los universales lingüísticos y la clasificación tipológica de las lenguas y los criterios para la clasificación genética. Por último, se tratará la variación lingüística desde una perspectiva sociolingüística. *This module offers an introduction to internal and external linguistics, the interrelation between linguistic systems, language and speech acts. Students will learn to deal with different levels of linguistic analysis. A section will be devoted to the study of linguistic diversity, focusing on linguistic universals and typological classification as well as on the criteria for genetic classification of languages. Linguistic variation from a sociolinguistic perspective will be also dealt with in this course.*
Methodical competences	El alumnado podrá manejar con soltura los términos técnicos de este ámbito y podrá identificar los posicionamientos teóricos y metodológicos más destacados. Así mismo, toma conciencia de la relación existente entre la reflexión teórica y su aplicación para las descripciones lingüísticas desde una perspectiva interdisciplinar. Se fomentará en los alumnos las habilidades para recuperar y analizar información desde diferentes fuentes, así como las destrezas de análisis y síntesis a través del comentarios de textos relevantes y su evaluación crítica. *Students can confidently deal with technical terms and interdisciplinary theoretical and methodological approaches. They are able to apply different linguistic methodological approaches appropriately and to assess their respective scope. In addition, they acquire the ability to look at and analyse objects of study from an interdisciplinary perspective. Students will develop their skills to find and analyse information coming from different sources; they will also apply their analytic and syncretic capacities through the discussion of relevant texts and their critical evaluation.*
Social and self-competences	El alumnado podrá adquirir conocimiento sobre la materia tanto de forma guiada como independiente; serán capaces de planificar su trabajo individual y en grupo, para realizarlo en tiempo y forma adecuadas. También avanzarán en su capacidad para comunicar el conocimiento adquirido tanto por escrito como oralmente, de forma estructurada, metódica y ajustada a la audiencia a la que se dirigen.

	Students are able to acquire subject content in a guided and independent manner; they are able to plan individual and group-based work processes sensibly and complete them in a timely manner; they deepen their ability to communicate subject content in writing and orally in a structured, methodically reflected and addressee-related manner.
Teaching and learning formats	Seminar, text reading, discussion, presentation, group work.
Person in charge	
Prerequisites	None
Language(s) of instruction	Spanish

Examination	Module examination			
	Examination ID		**Scope**	
	Form of assessment		**Workload for preparation**	60h
	Graded assessment?	yes		
	Additional Information regarding examination	Final exam and portfolio		

Last changed on 17.06.2021

Module UMA 6					
Lengua alemana para la mediación intercultural II					
German language for intercultural mediation II					
Universidad de Málaga					
Module type		Compulsory			
Local module ID					
Credits (CP)		6			
Teaching hours per week		**3**			
Semester	Spring semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	45h	
Duration	One semester		**Self-studies**	105h	

Qualification objective	En este módulo los estudiantes, que ya cuentan con un nivel A1 de alemán, continuarán desarrollando su nivel de competencia general y adquiriendo des-trezas básicas en la mediación entre diferentes lenguas y culturas. *In this module, students, who will already have a A1 in German Language, will continue developing their general competence level and will acquire basic skills in translation as mediation between different languages and cultural back-grounds.*
Subject-related competences	El principal objetivo de esta asignatura es que los alumnos dominen la lengua alemana escrita y oral, alcanzando un nivel A-2 del Marco de Referencia Europea para las Lenguas. Asimismo, los alumnos deberán adquirir los conocimientos culturales que les permitan conocer e interpretar los hechos lingüísticos y extralingüísticos que se ven implicados en los procesos de mediación que se dan, especialmente, en el ámbito europeo. Al finalizar la asignatura, los alumnos deberán ser capaces de comunicarse tanto por escrito como oralmente en un marco no especializado. También deberán manejar los puntos fundamentales de la gramática alemana incluidos en el temario. En concreto, serán objetivos prioritarios de la asignatura: 1) Adquirir los conocimientos básicos de la lengua alemana como lengua de trabajo y ser capaces de aplicarlos en contextos concretos relacionados con la mediación lingüística. 2) Reconocer tipologías textuales diversas de la vida cotidiana. Analizar y producir textos sencillos. 3) Dominar la comunicación oral en el nivel exigido en la asignatura. 4) Orientarse hacia el autoaprendizaje y hacia el trabajo en equipo. *The aim of this module is to enable students to master written and spoken communication skills in German at the A-2 level according to the Common European Framework of Reference for Languages. Besides, students should acquire the necessary cultural knowledge to interpret both the linguistic and extra-linguistic features involved in the mediation processes that, in particular, take place within the European context. At the end of this module, students will be expected to communicate both orally and in written form in non-specialized contexts. They should also have a grip on the basic grammar concepts of the German language that are presented in the syllabus. The priority objectives of this module are the following:* *1) to acquire basic knowledge of German as a work language and to be capable of applying it within the context of linguistic mediation.* *2) to identify different text types about daily life, and analyze and produce simple texts.* *3) to master spoken communication skills reaching the level required for this module.* *4) to show a leaning towards self-directed learning and group work.*
Methodical competences	Los estudiantes deberán desarrollar las habilidades fundamentales, tanto orales como escritas, que garanticen una comunicación adecuada y a nivel profesional en lengua

	alemana. También deberán adquirir los conocimientos de otras culturas y costumbres para poder llevar a cabo una correcta interacción y mediación lingüística y cultural. Asimismo, deberán adquirir las destrezas necesarias para llevar a cabo tareas de documentación y búsqueda de información que permitan una mediación lingüística de calidad y deberán adquirir los conocimientos necesarios para el manejo de aquellas herramientas informáticas que sirvan de asistencia y apoyo al mediador en las tareas de localización. *Students should develop the basic skills in spoken and written language necessary to ensure an accurate and professional communication in the German language. Furthermore, students should acquire basic knowledge about other cultures and customs in order to carry out an interaction and cultural-linguistic mediation correctly. Students should also be required to obtain the necessary skills to carry out documentation tasks and information search that will allow them to achieve high quality in their linguistic mediation tasks. .*
Social and self-competences	Los estudiantes deberán desarrollar la capacidad de liderazgo y de trabajo en equipo tanto en un contexto nacional e internacional con la flexibilidad necesaria para adaptarse a las nuevas situaciones lingüísticas que se generen, especialmente, dentro del ámbito europeo. Del mismo modo, trabajarán la capacidad de desenvolverse en contextos en los que el trabajo de mediación sea necesario. También se les requerirá el desarrollo del aprendizaje autónomo, basado en la capacidad de investigación de aspectos lingüísticos y extralingüísticos que sean primordiales para la mediación. *Students must develop leadership abilities and teamwork skills both for national and international context with a flexibility to adapt to new linguistic situations, especially within the European contexts. Likewise, students will be required to develop independent learning skills and their capacity to do research on the main linguistic and extralinguistic aspects in mediation.*
Teaching and learning formats	Seminarios, trabajos en grupo, presentaciones orales individuales o en grupo, análisis de textos y documentos audiovisuales, estudios de caso. *Seminar, group work, oral individual or group presentations, textual and audio-visual analysis, case studies.*
Person in charge	
Prerequisites	Superar la asignatura equivalente del nivel 1 *Having obtained the credits for level 1*
Language(s) of instruction	German

Examination

Module examination

Examination ID		**Scope**	
Form of assessment		**Workload for preparation**	60h
Graded assessment?	yes		
Additional Information regarding examination	Written and oral language proficiency tests		

Last changed on 15.10.2021

Module UMA 7					
Lengua Francesa para la mediación intercultural II					
French language for intercultural mediation II					
Universidad de Málaga					
Module type		Compulsory			
Local module ID					
Credits (CP)		6			
Teaching hours per week		**3**			
Semester	Spring semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	45h	
Duration	One semester		**Self-studies**	105h	

Qualification objective	En este módulo, los estudiantes continuarán avanzando en su adquisición de conocimientos y habilidades lingüísticas en lengua francesa hasta alcanzar un nivel B2 (MCERL). Seguirán desarrollando habilidades comunicativas interculturales, especialmente referidas al ámbito francófono. *In this module, students will continue to progress in their acquisition of French language knowledge and skills in order to reach B2 level (CEFRL). They will continue to develop intercultural communication skills, especially in relation to the French-speaking world.*
Subject-related competences	Los estudiantes han adquirido las competencias lingüísticas (orales y escritas), así como las comunicativo-culturales correspondientes al nivel B2 (MCERL). Se han familiarizado con algunas de las características particulares de las diferentes áreas geopolíticas y socio-culturales francófonas en relación con ámbitos de especialidad (económico, legal, cultural). Han adquirido habilidades comunicativas interculturales de carácter general en relación con estas áreas y estos ámbitos. Pueden establecer y mantener una relación comunicativa oral y escrita en lengua francesa en diferentes contextos profesionales. *Students have acquired the linguistic skills (oral and written) as well as the communicative-cultural skills corresponding to level B2 (CEFR). They have become familiar with some of the particular characteristics of the different French-speaking geopolitical and socio-cultural areas in relation to areas of specialisation (economic, legal, cultural). They have also acquired general intercultural communication skills in relation to these areas and fields. They are finally able to establish and maintain an oral and written communicative relationship in French in different professional contexts.*
Methodical competences	Los estudiantes pueden relacionar información concerniente a diferentes áreas del ámbito francófono. Pueden preparar un proyecto de mediación que tome en consideración cuestiones interculturales en relación con su país y un país o área francófona referido a aspectos profesionales. Pueden aportar soluciones prácticas en lengua francesa a un conflicto o cuestión relativa al mundo profesional. *Students can relate information concerning different areas of the French-speaking world. They can prepare a mediation project that takes into consideration intercultural issues in relation to their country and a French-speaking country or area concerning professional aspects. They can also provide practical solutions in French to a conflict or issue related to the professional world.*
Social and self-competences	Los estudiantes han continuado desarrollando las habilidades necesarias para trabajar en un equipo multicultural. Han mejorado su capacidad para aprender de forma autónoma. Han adquirido mayor sensibilidad en sus relaciones con personas de otras culturas. Son capaces de mediar entre interlocutores de diferentes culturas. Pueden detectar, diagnosticar y proponer soluciones a posibles conflictos interculturales en ámbitos

	cotidianos y profesionales. Son capaces de liderar el desarrollo de un proyecto de mediación tanto en un contexto nacional como internacional. *Students have continued to develop the skills necessary to work in a multicultural team. They have improved their ability to learn autonomously. They have become more sensitive in their relations with people from other cultures. They are able to mediate between interlocutors from different cultures. They are able to detect, diagnose and propose solutions to possible intercultural conflicts in everyday and professional environments. They are able to lead the development of a mediation project both in a national and international context.*
Teaching and learning formats	Seminarios, grupos de trabajo, presentaciones orales individuales o grupales, análisis textual y audiovisual, estudio de casos. *Seminars, group work, oral individual or group presentations, textual and audio-visual analysis, case studies.*
Person in charge	
Prerequisites	Los estudiantes deben superar el modulo de Lengua francesa para la mediación intercultural (I) *Student must have obtained the French language for intercultural mediation II module credits.*
Language(s) of instruction	French

Examination

Module examination

Examination ID		**Scope**	
Form of assessment		**Workload for preparation**	60h
Graded assessment?	yes		
Additional Information regarding examination	Written and oral language proficiency tests		

Last changed on 15.10.2021

Module UMA 8					
Literatura europea					
European literature					
Universidad de Málaga					
Module type		Compulsory			
Local module ID					
Credits (CP)		6			
Teaching hours per week		**3**			
Semester	Spring semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	45h	
Duration	One semester		**Self-studies**	105h	

Qualification objective

El objeto de este módulo consiste en el estudio de la Literatura europea a través de los grandes hitos que han forjado el devenir del canon literario en Occidente, tomando sus fundamentos desde el vínculo y la transversalidad que históricamente han existido entre las distintas culturas europeas. Desde la Edad Media y sus primeras manifestaciones teórico-literarias con San Agustín de Hipona hasta la obra de Dante Alighieri, puente ya hacia el Renacimiento, se ha trasladado el pensamiento cristiano y las lenguas vernáculas, junto a la tradición latina, un legado que alborea intensamente en la literatura que dará pie al Humanismo con la figura de Petrarca. La gran poesía universal que nace del petrarquismo en Europa, un siglo después, en el Clasicismo, tendrá en el Quijote y Cervantes el nacimiento de la novela moderna, hito que a la vez que Shakespeare, con la reinvención del teatro, antecederán las claves del Romanticismo, en la gran obra de Goethe o John Keats. Lo femenino y la novela tendrán en Mary W. Shelley un parangón en este tiempo, Giacomo Leopardi, en la poesía que avanza hacia la modernidad, y en la novela, Émile Zola o Benito Pérez Galdós, entre otros, constituyen los hitos de la gran novela decimonónica, naturalista, realista o cosmopolita. El arranque de la modernidad con Baudelaire, Dostoievski o Joyce se conforman como el umbral que dará lugar, en el transcurso de la transmisión del canon moderno, a Paul Valéry, a Juan Ramón Jiménez, a Frank Kafka o a Fernando Pessoa. La obra comprometida de Samuel Beckett, las riquezas del imaginario de Italo Calvino o las últimas formas literarias europeas como la obra de Peter Handke, y poetas y dramaturgos relevantes de actualidad, además de las creaciones postmodernas, sustancian la síntesis del objetivo de la temática que corresponde a esta asignatura.

The main object of this module is the study of European Literature through the great milestones that sustain the Western Canon, taking into account the strong relationship among the different European cultures. The contents of the module will consider the Middle Ages and their initial theoretical and Literary manifestations, from Saint Agustin to Dante Alghirieri, whose literary endeavour would converge with the aesthetics of the Renaissance, the use of the vernacular languages and Christian thought, together with the Latin tradition and Petrarcan Humanism. The Petrarcan influence will lead, a century later, to a Classicism that will have Miguel de Cervantes, the father of the modern novel, and William Shakespeare, the reinventor of modern theather as its main exponents. The module will also address the key elements of the Romantic expressions of Goethe and John Keats. Mary Shelley will also be a key author at this time together with Giacomo Leopardi whose poetry links the Romantic period with Modernity. From the narrative perspective, Emile Zola and Benito Perez Galdos, among others, author realistic and cosmopolitan novels that are worth considering. The beginning of Modernity, represented by the works of Baudelarie, Dostoieski or James Joyce delivers a threshold for the modern canon represented by Paul Valery, Juan Ramon Jimenez, Frank Kafka and Fernando Pessoa. Finally, Samuel Beckett, Italo Calvino, Peter Handke and other more contemporary and postmodern deliveries will be included in the final section of the module.

Subject-related competences	Los alumnos adquirirán un conocimiento de Poética histórica y a la vez de hitos que definen épocas concretas, teniendo en cuenta que se abordará un horizonte diacrónico que se inicia con los orígenes medievales de Europa y culmina con la literatura reciente y actual, vinculada ya a los modos integradores de la Europa contemporánea. Asimismo, los alumnos deben familiarizarse con una mirada idónea hacia los hitos literarios del pasado en su devenir vinculándose al presente. A su vez, podrán adquirir un conocimiento, a través de la Literatura, de la propia diversidad de las culturas europeas. Con ello atenderán al gran horizonte literario del que proviene nuestra creación actual, fruto de su desarrollo. Los alumnos, de la misma forma, obtendrán un conocimiento fundamental sobre metodologías tematológicas y comparadas, sobre historiografía de la teoría, historia y crítica literaria, además del vinculado a las mentalidades y también acerca de los constituyentes que generan los textos literarios. *Students will acquire knowledge about Historical Poetics together with the literary milestones from the Medieval to Contemporary times in which the European integration becomes more relevant. Students must also acquire an adequate outlook on the canonical authors of the past in their connection with those of the present times. At the same time, they will obtain, through literature, knowledge about the cultural diversity of Europe. In this way, they will understand the literary horizons from which our current creative modes spring. Students will also, in the same way, obtain basic knowledge about thematological and compared methodologies, about the theory of historiography, literary history and criticism together with the main constituents of a literary text.*
Methodical competences	Los alumnos adquirirán la capacidad crítica para utilizar los conceptos tematológicos que se corresponden con la literatura comparada, y, a la vez, poder interpretar las obras no solo en su temática arquetípica, comparada y universal, sino, también, en sus contextos sociales, de acuerdo a su historicidad y mentalidades. Igualmente, esta materia les permitirá interpretar, desde la Teoría de la Literatura, los problemas que conciernen a la optima lectura de los textos, procurándoles las habilidades necesarias para comprender la interculturalidad así como la intertextualidad. Será importante valorar la riqueza del mosaico de literaturas de Europa a través de los hitos señalados que a su vez dan lugar a épocas y corrientes literarias que se expanden por todos los países europeos. Importa, asimismo, la reflexión que cada cultura va realizando de los hitos de otras culturas, lo que se subrayará para comprender más adecuadamente la gran capacidad de internacionalización y supraidentidad que posee la mediación de la Literatura. *Students will acquire a critical capability to use the thematological concepts of Comparative Literature and, at the same time, will be able to interpret literary works not only from their archetypical, comparative and universal themes, but also from their social contexts in accordance with the historical ones addressed. In this module students will interpret, from a theoretical perspective, problems related to an adequate reading of texts, obtaining the necessary competences to understand both the intertextual and intercultural components. Students will also value both the literary milestones previously mentioned and the literary trends in the different European countries and will also pay attention to the capacity of literary discourse to build bridges among different European cultures and shape a supraidentity.*
Social and self-competences	Se buscará que se dé una eficacia comprensiva mediante trabajos en grupos, capacidad que mostrará un intercambio enriquecedor entre los propios alumnos, fortaleciéndose así las competencias individuales, que siempre deberán tender a lo interdisciplinar y lo intercultural, visto desde la óptica de la construcción literaria, estética e interpretativa. De igual forma, se procurará en el estudiantado la capacidad para trabajos, búsquedas e investigaciones personales, donde se pueda producir un progreso del conocimiento y de la sensibilidad a través de la mediación de las lecturas y críticas literarias, mediante su adecuada recepción. *Students will develop collaborative skills by working in groups. The individual capacity of students will also be enhanced through cultivating their personal research skills and critical reading capacities.*

Teaching and learning formats		Seminarios, lecciones, presentaciones individuales y en grupo, trabajos en grupo, trabajos individuales, búsquedas bibliográfícas en formatos digitales, y comunicación de los resultados en los media. Seminars, lectures, individual and group presentations, group work, bibliographical search in digital format, text readings, and discussion.		
Person in charge				
Prerequisites		none		
Language(s) of instruction		Spanish		
Examination	Module examination			
	Examination ID		**Scope**	
	Form of assessment		**Workload for preparation**	60h
	Graded assessment?	yes		
	Additional Information regarding examination	Group work with presentation and final exam (individual)		
				Last changed on 15.10.2021

Module UMA 9					
Sistemas e instituciones internacionales					
Current International Organisations					
Universidad de Málaga					
Module type		Compulsory			
Local module ID					
Credits (CP)		6			
Teaching hours per week		**3**			
Semester	Spring semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	45h	
Duration	One semester		**Self-studies**	105h	

Qualification objective	Este modulo ofrece a los estudiantes una introducción a la estructura y el funcionamiento de las organizaciones internacionales que operan en la actualidad, así como a sus actores fundamentales, para lo que es esencial que comprendan su relevancia en la sociedad global en la que vivimos. *This course will offer the students an introduction to the structure and functioning of main current international organisations and their stakeholders, as well as their relevance in today's global society.*
Subject-related competences	Para alumnos de este título es esencial facilitarles la comprensión y el dominio de los procesos internacionales, por ser el ámbito en el que muy posiblemente han de desarrollar sus actividades profesionales. Deberán aproximarse a la realidad internacional, a sus actores, así como a los procesos de organización internacional, que presenta una proyección creciente en nuestros días. Conocerán la realidad internacional, su complejidad y los procesos que influyen en dicho desenvolvimiento, especialmente en la convulsa sociedad internacional actual. Se tratarán aspectos como la desigual distribución del poder político y económico así como asuntos de relevancia con respecto al cambio climático. También adquirirán conocimiento sobre las principales organizaciones gubernamentales de carácter universal y general (Naciones Unidas, por ejemplo) y las de ámbito europeo (Consejo de Europa, OCDE, Comisión Europea, etc.) *Students will acquire knowledge on international processes, which is essential for their prospective area of professional development. They will get acquainted with international issues and their stakeholders, as well as with the processes involved in current organisational aspects at an international level. They will learn about the complexities of international relations and the processes implied, especially at these turbulent times. They will deal with relevant concepts such as unequal distribution of political and economic power and the challenges we have to face with regards to climate change. They will also learn about general, universal international governmental organization (such as United Nations) and European organizations, such as the Council of Europe, OECD, or the European Commission).*
Methodical competences	El alumnado podrá manejar con soltura los términos técnicos de este ámbito y podrá identificar los aspectos y posicionamientos fundamentales en relación a las estructuras de organización internacional. También serán capaces de localizar fuentes de información relevante, especialmente en línea y manejar documentación relevante en el idioma correspondiente. *Students can confidently deal with technical terms and can identify main issues and orientations in relation to international organizational structures. They also find and select relevant information sources, mainly on the web and can handle documentation in different languages.*
Social and self-competences	El alumnado podrá adquirir conocimiento sobre la materia tanto de forma guiada como independiente; serán capaces de planificar su trabajo individual y en grupo, para

	realizarlo en tiempo y forma adecuadas. También avanzarán en su capacidad para comunicar el conocimiento adquirido tanto por escrito como oralmente, de forma estructurada, metódica y ajustada a la audiencia a la que se dirigen. *Students are able to acquire subject content in a guided and independent manner; they are able to plan individual and group-based work processes sensibly and complete them in a timely manner; they deepen their ability to communicate subject content in writing and orally in a structured, methodically reflected and addressee-related manner.*
Teaching and learning formats	Seminarios, trabajos en grupo, presentaciones orales individuales o en grupo, análisis de textos y documentos audiovisuales, estudios de caso. *Seminars, group work, oral individual or group presentations, textual and audio-visual analysis, case studies.*
Person in charge	
Prerequisites	None
Language(s) of instruction	Spanish

Examination	Module examination			
	Examination ID		**Scope**	
	Form of assessment		**Workload for preparation**	60h
	Graded assessment?	yes		
	Additional Information regarding examination	Final exam and portfolio		

Last changed on 17.06.2021

Module UMA 10					
Lengua, traducción y cultura					
Language, Translation and Culture					
Universidad de Málaga					
Module type		Compulsory			
Local module ID					
Credits (CP)		6			
Teaching hours per week		**3**			
Semester	Spring semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	45h	
Duration	One semester		**Self-studies**	105h	

Qualification objective	Los cursos de este módulo ofrecen a los estudiantes un conocimiento más profundo de los procesos de traducción como mediación entre lenguas y culturas diferentes. En este módulo los estudiantes aprenderán aspectos fundamentales de la historia y la ética de la traducción, promoviendo la reflexión crítica acerca de aspectos sociales fundamentales en los procesos de mediación. Además, recibirán un refuerzo de sus competencias en lengua inglesa para la comunicación intercultural. *The courses in this module offer the student a more in-depth knowledge of translation as mediation between languages and cultural backgrounds. Students will learn about the history and ethics of translation, with a focus on critical understanding of fundamental social aspects in mediation processes. Students will also reinforce their English as a foreign language competence for intercultural communication.*
Subject-related competences	Los estudiantes tendrán una aproximación a la historia de la traducción y a aspectos fundamentales de la relación entre traducción y sociedad y traducción y poder. Además de las figuras fundamentales en la historia de la traducción (san Jerónimo, Lutero), aprenderán sobre la traducción en el mundo contemporáneo, en el que las nociones de cultura y de género son fundamentales en cuanto a su relación con la traducción. Se proporcionará a los estudiantes una mirada histórica del pensamiento feminista y problemática de género y se ofrecerá una introducción a diferentes escuelas de traducción. Para finalizar, se analizará la noción de ética profesional y los códigos deontológicos de la traducción. Por otra parte, los estudiantes ampliarán sus competencias orales y escritas en lengua española. *Students will undergo an approximation to the History of Translation and other fundamental aspects such as "translation and society" and "translation and power". Apart from learning about the milestones in the History of Translation (Saint Geronimo, Luther, etc..) they will also familiarise with translation in the contemporary world, in which notions about culture and gender are of paramount importance as far as translation is concerned. Students will also become familiar with feminist thought, gender related problems and the main translation schools. Finally, the notion of professional ethics and deontological codes in translation will be analysed. On the other hand, students will improve their oral and witting skills.*
Methodical competences	Se fomentará en los alumnos las habilidades para recuperar y analizar información desde diferentes fuentes. *Students will develop their skills to find and analyse information coming from different sources.*
Social and self-competences	El alumnado podrá adquirir conocimiento sobre la materia tanto de forma guiada como independiente; serán capaces de planificar su trabajo individual y en grupo, para realizarlo en tiempo y forma adecuadas. También avanzarán en su capacidad para comunicar el conocimiento adquirido tanto por escrito como oralmente, de forma estructurada, metódica y ajustada a la audiencia a la que se dirigen.

	Students are able to acquire subject content in a guided and independent manner; they are able to plan individual and group-based work processes sensibly and complete them in a timely manner; they deepen their ability to communicate subject content in writing and orally in a structured, methodically reflected and addressee-related manner.
Teaching and learning formats	Seminarios, trabajos en grupo, presentaciones orales individuales o en grupo, análisis de textos y documentos audiovisuales, estudios de caso. *Seminars, group work, oral individual or group presentations, textual and audio-visual analysis, case studies.*
Person in charge	
Prerequisites	None
Language(s) of instruction	Spanish

UMA 10.1	Traducción y cultura: Historia, género y ética de la traducción			
	Translation and Culture: History, Gender and Ethics in Translation			
	Submodule type	Elective (10.1 or 10.2)	**Submodule ID**	
UMA 10.2	Lengua inglesa			
	English Language			
	Submodule type	Elective (10.1 or 10.2)	**Submodule ID**	
Examination	Module examination			
	Examination ID		**Scope**	
	Form of assessment		**Workload for preparation**	60h
	Graded assessment?	yes		
	Additional Information regarding examination	Presentation and term paper (12-15 pages)		
				Last changed on 15.10.2021

Module UMA 11					
Lengua Española I					
Spanish language I					
Universidad de Málaga					
Module type		Compulsory			
Local module ID					
Credits (CP)		6			
Teaching hours per week		**3**			
Semester	Autumn semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	45h	
Duration	One semester		**Self-studies**	105h	

Qualification objective	En este modulo los estudiantes desarrollarán sus habilidades de escritura en el español académico, especialmente en lo referido a la composición de diferentes géneros atendiendo a sus características particulares. También se atenderá a los estudios de lingüística aplicada a distintas áreas profesionales. *In this module students will develop their writing skills in academic Spanish, getting to know how to compose different text formats complying with established norms of use. They will also learn about Spanish studies applied to a range of practical and professional areas.*
Subject-related competences	Esta asignatura tiene un carácter eminentemente instrumental, ya que ofrece al estudiante mecanismos lingüísticos para enriquecer su expresión a través de la propuesta de modelos, el reconocimiento de usos incorrectos y la reflexión teórica. Además, se desarrollará en el alumno la capacidad para evaluar críticamente el estilo de un texto y para formular propuestas alternativas, así como para realizar labores de asesoramiento y corrección lingüística. *This subject has a mainly instrumental character, as it will provide students with linguistic mechanisms to improve their expressions through proposed models, identification of incorrect use and theoretical reflection. Students will also develop abilities to evaluate text styles critically and come up with alternative proposals. Moreover, they will develop the capacity to provide linguistic support and text correction.*
Methodical competences	Los alumnos serán capaces de adquirir un conocimiento básico sobre cómo abordar un trabajo científico con corrección idiomática. Podrán leer textos de manera crítica aplicando métodos científicos y desarrollarán su capacidad para manejar las fuentes bibliográficas sugeridas. *Students will acquire basic knowledge on how to deal with a scientific piece of research applying the correct language use. They will also read texts critically applying scientific methods and develop their abilities to work with the recommended bibliography.*
Social and self-competences	Los alumnos desarrollarán la habilidad de reflexionar sobre los usos linguísticos y su corrección de acuerdo a la norma. Además, implementarán su capacidad para resolver problemas de comunicación y de elaborar mensajes comunicativos complejos. *Students will develop their abilities to reflect on linguistic use and its adequacy to the existing norms. In addition, they will improve their skills to solve communication problems and develop complex communicative messages.*
Teaching and learning formats	Seminar, text reading, discussion, presentation, group work.
Person in charge	
Prerequisites	None

Language(s) of instruction		Spanish		
UMA 11.1	Normas de uso y redacción de textos en español			
	Academic writing in Spanish			
	Submodule type	Elective (11.1 or 11.2)	**Submodule ID**	
UMA 11.2	Lengua española aplicada			
	Spanish Applied Linguistics			
	Submodule type	Elective (11.1 or 11.2)	**Submodule ID**	
Examination	Module examination			
	Examination ID		**Scope**	
	Form of assessment		**Workload for preparation**	60h
	Graded assessment?	yes		
	Additional Information regarding examination	Written and oral language proficiency tests		
				Last changed on 17.06.2021

Module UMA 12					
El latín y las lenguas de Europa					
Latin and European Languages					
Universidad de Málaga					
Module type		Compulsory			
Local module ID					
Credits (CP)		6			
Teaching hours per week		**3**			
Semester	Autumn semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	45h	
Duration	One semester		**Self-studies**	105h	

Qualification objective	Este curso analizará la importancia y la influencia de la lengua latina sobre las lenguas europeas. Los estudiantes aprenderán cómo el latín se convirtió en la lengua oficial para el gobierno, la vida y los negocios del Imperio Romano y cómo se expandió por una gran parte de Europa, y cómo las lenguas vernáculas se crearon a partir del latín, dando lugar al latín vulgar y posteriormente a las lenguas romances. *This course will analyse the importance and influence of Latin language on European languages. Students will learn how Latin became the official language of business and government as the Roman Empire spread to most of Europe and how Vernacular languages blended with Vulgar Latin to form what we now call Romance languages.*
Subject-related competences	La asignatura proporcionará al alumno conocimientos sobre la lengua latina, su morfología, su sintaxis, su léxico y su organización discursivo-textual. A partir de su caracterización, se analizarán los procesos de reducción morfológica en las lenguas romances, en concreto se atenderá a los casos del español y del francés, analizando su origen y su formación. Además, se analizará la estructura de las lenguas románicas, eslavas e indoeuropeas en general. *Students will acquire knowledge about the morphology, syntax, lexicon and discursive organization of Latin. From its characterization, the reduction processes in the Romance Languages will be addressed and, more particularly among the Romance languages, the origins of French and Spanish. Furthermore, the structure of Romance, Slavic and Indo-European languages will be analysed.*
Methodical competences	Los alumnos accederán al conocimiento de los textos latinos como vía de reflexión sobre el origen de la cultura occidental, potenciando su capacidad de análisis y síntesis, y aplicando sus conocimientos a la práctica del análisis textual filológico e histórico. *Students will become familiar with Latin texts to reflect about the origins of Western culture, enhancing their analytic and syncretic skills which they will also apply to philological and historical textual analysis.*
Social and self-competences	Los estudiantes desarrollarán su capacidad de reflexión y de comunicación de los conocimientos adquiridos; se potenciará el pensamiento crítico, la capacidad de generar ideas y las habilidades para la resolución de problemas y la toma de decisiones. *Students will develop their reflective and communicative skills about the acquired knowledge; their critical thinking, their capacity for innovation, their problem solving and decision-making skills will be also enhanced.*
Teaching and learning formats	Seminarios, lectura de textos, debates, presentaciones y trabajo grupal. *Seminar, text reading, discussion, presentation, group work.*
Person in charge	
Prerequisites	None
Language(s) of instruction	Spanish

Examination	Module examination			
	Examination ID		**Scope**	
	Form of assessment		**Workload for preparation**	60h
	Graded assessment?	yes		
	Additional Information regarding examination	Presentation and term paper (12-15 pages)		
				Last changed on 15.10.2021

Module UMA 13					
Raíces clásicas de Europa e Historia del Arte I					
Classical roots of Europe and History of Arts I					
Universidad de Málaga					
Module type		Compulsory			
Local module ID					
Credits (CP)		6			
Teaching hours per week		**3**			
Semester	Autumn semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	45h	
Duration	One semester		**Self-studies**	105h	

Qualification objective	El curso introduce a los estudiantes en las raíces griegas y romanas que representan la fundación de la cultura europea, esencial para entender la evolución y la complejidad de civilización occidental tal como se conoce hoy día. *The courses in this module introduce student to the Roman and Greek roots and foundations of European Culture, which is essential to understand the evolution and complexities of Western civilization as we know it today.*
Subject-related competences	- Partiendo del hecho objetivo de que la cultura europea tiene sus raíces en la civilización greco-latina de la Antigüedad, los estudiantes adquirirán una visión diacrónica amplia de la pervivencia y transmisión del arte y la literatura de la Antigüedad clásica, que los capacitará para una mejor comprensión e integración de los elementos culturales comunes en Europa. - Se familiarizarán con las metodologías y conceptos básicos de la lingüística histórica y la literatura comparada. - Conocerán cómo las grandes literaturas de todas las lenguas europeas (románicas, germánicas, eslavas o de otras familias) nacen como literatura escrita siguiendo el modelo clásico, configurando sus géneros literarios sobre los clásicos y tomando los temas, personajes, tramas y preocupaciones de los clásicos, configurando así una cultura común europea cuya esencial unidad es fácilmente reconocible. - Prestarán atención de manera crítica no solo al arte y la literatura clásicas, sino también a otras creaciones y manifestaciones culturales antiguas que están en el origen del mundo moderno – el derecho, la filosofía, la historia, el teatro, las ciencias, etc.– y que, en posterior confluencia con la tradición judeocristiana, conformaron modos de pensamiento propios, sentaron las bases del conocimiento y dieron lugar a la gran producción artística y literaria de nuestro patrimonio cultural europeo. *Taking into account that European culture has its roots in the Greek-Roman civilization, students will acquire a wide diachronic perspective of its artistic and literary influence and transmission, which will make them better understand the common European cultural elements. Students will become familiar with the basic concepts of Historical Linguistics and Comparative Literature. Students will acknowledge how all the great literatures in European languages (Romance, Germanic, Slavic and those belonging to other families) are born applying the Classic model, shaping their literary genres, their main themes, characters and plots, shaping, in this way, a common European culture that can be easily identified. Students will pay critical attention not only to Classic art and Literature, but also to other cultural manifestations of antiquity which lay a the very origin of the Modern world – Law, Philosophy, History, Theatre, Science, etc.. – which will later converge with the Judeo-Christian tradition. These gave way to unique ways of thinking and gave form to the great artistic and literary productions of our European patrimony.*

Methodical competences	- Se fomentará en los alumnos las habilidades para recuperar y analizar información desde diferentes fuentes, así como las destrezas de análisis y síntesis a través del comentario de obras artísticas y literarias y la evaluación crítica de documentos históricos. - El exámen de problemas relacionados con el lenguaje, la literatura y el arte fomentará también en los alumnos la competencia general para la resolución de problemas y la capacidad de clasificar cuestiones complejas pertenecientes a los dominios de la lingüística histórica, la literatura comparada y la historia cultural. *Students will develop their skills to find and analyse information coming from different sources; they will also apply their analytic and syncretic capacities through the discussion of literary and artistic works and the critical evaluation of historical documents. Students will also develop their problem solving and classification skills in issues related to Historical Linguistics, Comparative Literature and Cultural History.*
Social and self-competences	- Se estimulará en los alumnos el respeto a las diversas lenguas y pueblos que conforman Europa a través del estudio del origen, conformación y desarrollo de sus bases culturales. - Se fomentará en los alumnos la capacidad para adquirir contenidos temáticos complejos y ampliarlos si es necesario, trabajando tanto de forma autónoma como en equipo. - Se estimulará en los alumnos las habilidades en las relaciones interpersonales, así como la sensibilidad intercultural e interdisciplinar. *Students' tolerance and respect to other European nations and languages will be stimulated through the study of their origin, conformation and development of their cultural basis. Students will develop their capacity to acquire complex thematical aspects and develop them through both individual and group work. Students´ interpersonal and intercultural skills as well as their understanding of interdisciplinarity will be stimulated.*
Teaching and learning formats	Seminarios, lectura de textos, presentaciones, trabajos en grupo. *Seminars, text reading, discussion, presentation, group work.*
Person in charge	
Prerequisites	None
Language(s) of instruction	Spanish

UMA 13.1	Raíces clásicas de la cultura europea			
	Classical roots of European Culture			
	Submodule type	Elective (13.1 or 13.2 or 13.3)	**Submodule ID**	
UMA 13.2	Estudio del género, feminismo e historia del arte			
	Gender studies, Feminism and History of Arts			
	Submodule type	Elective (13.1 or 13.2 or 13.3)	**Submodule ID**	
UMA 13.3	Presencia de la mitología clásica en el arte y la literatura			
	Presence of Classical Mythology in Literature and Arts			
	Submodule type	Elective (13.1 or 13.2 or 13.3)	**Submodule ID**	

Examination	Module examination			
	Examination ID		**Scope**	
	Form of assessment		**Workload for preparation**	60h
	Graded assessment?	yes		
	Additional Information regarding examination	Final exam and essays		
				Last changed on 17.06.2021

Module UMA 14					
Historia, Geografía e Historia del Arte I					
History, Geography and History of Arts I					
Universidad de Málaga					
Module type		Compulsory			
Local module ID					
Credits (CP)		6			
Teaching hours per week		**3**			
Semester	Autumn semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	45h	
Duration	One semester		**Self-studies**	105h	

Qualification objective	Con los cursos de este modulo los estudiantes desarrollarán la comprensión de la historia, el arte, la geografía en Europa; todo ello mediante el análisis de las fuentes históricas y del aprendizaje, de modo que puedan establecer conexiones para explorar conceptos como los desarrollos económicos, culturales e intelectuales, los estados e instituciones de poder, la organización social, etc. *With the courses in this module students will cultivate their understanding of European history, Art and Geography, analysing historical sources and learning to make connections to explore concepts like economic, cultural and intellectual developments, states and institutions of power, social organisation, etc.*
Subject-related competences	Los estudiantes obtendrán una visión global y de la primera Edad Moderna con los grandes cambios que se introducen a nivel económico (economía mundo), político (Estado moderno), ideológico (reformas protestantes y Contrarreforma) y cultural (Humanismo y Renacimiento). En cuanto a la Geografía de Europa, el alumnado profundará en aspectos concretos de componente regional relativos a la geografía física, la geografía humana y la geografía política del continente europeo en un contexto de cambio global. Por último, los estudiantes que cursen el submódulo de Arte Europeo Renacimiento y Barroco tendrán una panorámica de las distintas etapas y los más destacados artistas, con especial incidencia en su contextualización histórica. Se intentará ofrecer una visión lo más amplia posible, si bien calibrando la importancia que las distintas aportaciones nacionales han tenido para la historia del arte. Al ser una asignatura de Historia del Arte, es fundamental el análisis de imágenes en clase que permitan al alumno una buena lectura de la obra de arte. *Students will achieve an understanding of Modern Age and the array of changes that took place in relation to economy (world economy), politics (the Modern State), ideology (Protestant Reformation and Counter Reformation) and culture (Humanism and Renaissance). With regard to the Geography of Europe, students will learn relevant and specific aspects of regional geography related to the physical, human and political geography of the European Continent in the current context of global change. Students enrolled in the submodule European Art in the Renaissance and Baroque will have an comprehensive perspective of different stages and the most relevant artists of these periods, with special attention to their historical context. They will obtain a general overview, with attention being paid to the correct tuning of the importance that different nations have had in the history of arts. They will learn to analyse carefully images and picture, to provide them with the appropriate tools to describe and appreciate a piece of artwork.*
Methodical competences	- Se fomentará en los alumnos las habilidades para recuperar y analizar información desde diferentes fuentes, así como las destrezas de análisis y síntesis a través del comentario de textos relevantes, obras artísticas y la evaluación crítica de documentos históricos.

	- El exámen de problemas relacionados con la historia, la geografía y el arte fomentará también en los alumnos la competencia general para la resolución de problemas y la capacidad de clasificar cuestiones complejas pertenecientes a los dominios de la historia (universal y europea), la geografía y el arte en los periodos históricos de referencia. *Students will develop their skills to find and analyse information coming from different sources; they will also apply their analytic and syncretic capacities through the discussion of relevant texts, and artistic works and the critical evaluation of historical documents. Students will also develop their problem solving and classification skills in issues related to European and universal history, geography and artistic production.*
Social and self-competences	- El alumnado podrá adquirir conocimiento sobre la materia tanto de forma guiada como independiente; serán capaces de planificar su trabajo individual y en grupo, para realizarlo en tiempo y forma adecuadas. También avanzarán en su capacidad para comunicar el conocimiento adquirido tanto por escrito como oralmente, de forma estructurada, metódica y ajustada a la audiencia a la que se dirigen. - Se estimulará en los alumnos el respeto a las diversas lenguas y pueblos que conforman Europa a través del estudio del origen, conformación y desarrollo de sus bases culturales, su historia y sus manifestaciones artísticas. *Students are able to acquire subject content in a guided and independent manner; they are able to plan individual and group-based work processes sensibly and complete them in a timely manner; they deepen their ability to communicate subject content in writing and orally in a structured, methodically reflected and addressee-related manner. Students' tolerance and respect to other European nations and languages will be stimulated through the study of their origin, conformation and development of their cultural basis, their history and their artistic productions.*
Teaching and learning formats	Seminarios, lectura de textos, presentaciones, trabajos en grupo. *Seminar, text reading, discussion, presentation, group work.*
Person in charge	
Prerequisites	None
Language(s) of instruction	Spanish

UMA 14.1	Historia universal de la edad moderna I			
	Universal History of the Modern Age I			
	Submodule type	Elective (14.1 or 14.2 or 14.3)	**Submodule ID**	
UMA 14.2	Geografía de Europa			
	Geography of Europe			
	Submodule type	Elective (14.1 or 14.2 or 14.3)	**Submodule ID**	
UMA 14.3	Arte europeo del renacimiento y del barroco			
	European Art in Renaissance and Baroque Periods			
	Submodule type	Elective (14.1 or 14.2 or 14.3)	**Submodule ID**	

Examination	Module examination			
	Examination ID		**Scope**	
	Form of assessment		**Workload for preparation**	60h
	Graded assessment?	yes		
	Additional Information regarding examination	Final exam and essays		
				Last changed on 17.06.2021

Module UMA 15					
	Lengua Española II				
	Spanish language II				
	Universidad de Málaga				
	Module type		Compulsory		
	Local module ID				
	Credits (CP)		6		
	Teaching hours per week		**3**		
	Semester	Spring semester	**Workload (overall)**		150h
	Turnus	Annual	**Thereof**	**Presence teaching**	45h
	Duration	One semester		**Self-studies**	105h

Qualification objective	En este modulo los estudiantes desarrollarán sus habilidades orales y escritas en español y profundizarán en el conocimiento y práctica de la traducción como mediación cultural. In *this module students will develop their oral and writing skills in Spanish and will deepen their knowledge and practice in translation as a form of cultural mediation.*
Subject-related competences	Esta asignatura ofrece al estudiante los mecanismos lingüísticos necesarios para enriquecer el conocimiento de la lengua española y hacerle reflexionar sobre los usos inadecuados y sobre la resolución de problemas de expresión oral y escrita, y de organización textual, con el fin de que adquieran un dominio correcto de la expresión lingüística y una mejor comprensión de textos. De este modo, el dominio de esta asignatura que se concreta en el conocimiento de la lengua española y de los principios que la rigen, es primordial para el estudio de las demás materias que se imparten en español y para la formación global del alumno; así como para el desarrollo de su futuro profesional. *This module will provide students with the linguistic mechanisms necessary to improve their knowledge of the Spanish language and allow them to reflect on the inappropriate uses and possible solutions to spoken and written communication together with textual organization problems. This will result in a better command in their reading comprehension and linguistic expression skills. In this way, an adequate performance on this module, which would entail for students a certain level mastery of the Spanish language and its principles, is of paramount importance for ensuring good results in the other modules taught in Spanish, the acquisition of other basic competences incorporated in the degree as well as for their professional development.*
Methodical competences	Este módulo proporcionará a los alumnos herramientas para solucionar problemas de comunicación en el intercambio intercultural, así como para analizar las producciones de los hablantes como mediadores en un mundo global. Para lograr estos objetivos se implementarán las habilidades orales y escritas en lengua española de los estudiantes, se desarrollará su capacidad de razonamiento crítico, de generar nuevas ideas, de resolver inconvenientes y tomar decisiones. *This module will provide students with the necessary tools to solve communication problems in their intercultural exchanges, as well as to analyze the speaker´s language production as mediators in the global world. To meet these aims, students´ Spanish language oral and written skills will be developed together with their competence for innovation, decision making, problem solving and critical thinking.*
Social and self-competences	El estudiante desarrollará habilidades para las relaciones interpersonales de mediación, para el trabajo en grupo y para la reflexión autónoma sobre la validez de los hechos lingüísticos que se propongan a análisis. *Students will develop interpersonal mediation skills, group work dynamics and the capacity for analyzing the linguistic facts at hand.*

Teaching and learning formats		Seminarios, lectura de textos, presentaciones, trabajos en grupo. *Seminar, text reading, discussion, presentation, group work.*		
Person in charge				
Prerequisites		None		
Language(s) of instruction		Spanish		
UMA 15.1	Lengua Española expresión oral y escrita			
	Oral and written expression in Spanish Language			
	Submodule type	Elective (15.1 or 15.2)	**Submodule ID**	
UMA 15.2	Interpretación como mediación cultural			
	Interpreting as Cultural Mediation			
	Submodule type	Elective (15.1 or 15.2)	**Submodule ID**	
Examination	Module examination			
	Examination ID		**Scope**	
	Form of assessment		**Workload for preparation**	60h
	Graded assessment?	yes		
	Additional Information regarding examination	Written and oral language proficiency tests		
				Last changed on 18.10.2021

Module UMA 16					
Raíces clásicas de Europa e Historia del Arte II					
Classic roots of Europe and History of Arts II					
Universidad de Málaga					
Module type		Compulsory			
Local module ID					
Credits (CP)		6			
Teaching hours per week		**3**			
Semester	Spring semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	45h	
Duration	One semester		**Self-studies**	105h	

Qualification objective	Los cursos de este modulo desarrollarán contenidos previos introducidos en el módulo 13 referidos a las raíces griegas y romanas de la fundación de la cultura europea, esencial para entender la evolución y complejidad de la civilización occidental como la conocemos hay día. *The courses on this module develop previous content introduced in module 13 related to the Roman and Greek roots and foundations of European Culture, which is essential to understand the evolution and complexities of Western civilization as we know it today.*
Subject-related competences	Este módulo, como desarrollo y complemento del módulo 13, abundará en cuestiones fundamentales de la configuración cultural europea, ofreciendo a los estudiantes una visión diacrónica amplia de las relaciones sociales y de poder en el mundo clásico como antecedente del modelo democrático europeo actual. Además, en ese recorrido diacrónico se rastrearán las huellas del teatro clásico grecolatino en las representaciones de la Europa de ayer y hoy; así como las manifestaciones artísticas europeas de gran influencia internacional desde el siglo XVIII hasta las creaciones más transgresoras mediáticas y gráficas de la actualidad. *This module, devised both as a complement and development of module 13 will address fundamental issues about the configuration of European Culture offering students a wide diachronic perspective on the power and social relationships on the Classic world as the background for the current democratic European model. Furthermore, in this diachronic approach, the influence of Classic Greek-Roman Theater, other highly influential European artistic renderings for the Eighteenth Century together with other contemporary graphic and media transgressive creations will be addressed.*
Methodical competences	- Se fomentará en los alumnos las habilidades para recuperar y analizar información desde diferentes fuentes, así como las destrezas de análisis y síntesis a través del comentario de obras artísticas y literarias y la evaluación crítica de documentos históricos. - El examen de problemas relacionados con el lenguaje, la literatura y el arte fomentará también en los alumnos la competencia general para la resolución de problemas y la capacidad de clasificar cuestiones complejas pertenecientes a los dominios de las bellas artes, de las artes urbanas, la literatura y la historia cultural. *Students will develop their skills to find and analyse information coming from different sources; they will also apply their analytic and syncretic capacities through the discussion of literary and artistic works and the critical evaluation of historical documents. Students will also develop their problem solving and classification skills in issues related to Fine and Urban Arts, Literature and Cultural History.*
Social and self-competences	- Se estimulará en los alumnos el respeto a las diversas lenguas y pueblos que conforman Europa a través del estudio del origen, conformación y desarrollo de sus bases culturales.

	- Se fomentará en los alumnos la capacidad para adquirir contenidos temáticos complejos y ampliarlos si es necesario, trabajando tanto de forma autónoma como en equipo. - Se estimulará en los alumnos las habilidades en las relaciones interpersonales, así como la sensibilidad intercultural e interdisciplinar. *Students´ tolerance and respect to other European nations and languages will be stimulated through the study of their origin, conformation and development of their cultural basis. Students will develop their capacity to acquire complex thematical aspects and develop them through both individual and group work. Students' interpersonal and intercultural skills as well as their understanding of interdisciplinarity will be stimulated.*
Teaching and learning formats	Seminarios, lectura de textos, presentaciones, trabajos en grupo. *Seminars, text reading, discussion, presentation, group work.*
Person in charge	
Prerequisites	None
Language(s) of instruction	Spanish

UMA 16.1	Poder y sociedad en el mundo clásico			
	Power and society in classical world			
	Submodule type	Elective (16.1 or 16.2 or 16.3)	**Submodule ID**	
UMA 16.2	Arte moderno (1880-1960)			
	Modern Art (1880-1960)			
	Submodule type	Elective (16.1 or 16.2 or 16.3)	**Submodule ID**	
UMA 16.3	Artes gráficas y creación mediática			
	Graphical arts and media creation			
	Submodule type	Elective (16.1 or 16.2 or 16.3)	**Submodule ID**	
Examination	Module examination			
	Examination ID		**Scope**	
	Form of assessment		**Workload for preparation**	60h
	Graded assessment?	yes		
	Additional Information regarding examination	Final exam and essays		

Last changed on 17.06.2021

Module UMA 17					
Historia, Geografía e Historia del Arte II					
History, Geography and History of Arts II					
Universidad de Málaga					
Module type		Compulsory			
Local module ID					
Credits (CP)		6			
Teaching hours per week		**3**			
Semester	Spring semester	**Workload (overall)**		150h	
Turnus	Annual	**Thereof**	**Presence teaching**	45h	
Duration	One semester		**Self-studies**	105h	

Qualification objective	Con los cursos de este módulo, los estudiantes cultivarán su comprensión de la historia, la geografía y el arte europeos a través de fuentes históricas aprendiendo, de esta forma, a relacionar y explorar conceptos tales como la evolución intelectual y económica de Europa, sus estados y sus instituciones así como sus organizaciones sociales entre otros aspectos. *With the courses in this module students will cultivate their understanding of European history, Art and Geography, analysing historical sources and learning to make connections to explore concepts like economic, cultural and intellectual developments, states and institutions of power, social organisations, etc.*
Subject-related competences	En este módulo, diseñado como complemento y desarrollo del módulo 14, los estudiantes obtendrán una visión global y de la segunda mitad de la Edad Moderna y su evolución a nivel económico (mercantilismo y primera revolución industrial), político (afianzamiento del estado moderno y despotismos ilustrados), social (la introducción de la riqueza como elemento de fractura estamental) y cultural (barroco, surgimiento de la ciencia moderna, Ilustración). Igualmente se llevará a cabo un análisis del periodo que transcurre entre los años cuarenta del pasado siglo XX y la transición al siglo XXI. Los campos de estudio se proyectan en el contexto español e internacional y proponen una reflexión desde la perspectiva de género sobre cuestiones políticas y culturales ligadas a los siguientes ámbitos: derechos humanos, cultura de la paz, desarrollo y cooperación internacional, producción cultural y construcción europea. Por último, la asignatura de Arte contemporáneo se centra en la historia del arte durante la segunda mitad del siglo XX y a principios del siglo XXI para estudiar los principales hitos de la evolución del arte contemporáneo, abordando los nuevos sentidos que adquieren las nociones de arte, artista, recepción estética, espectador y, en general, las relaciones de todos los agentes y objetos implicados en el fenómeno artístico. *In this module, devised both as a complement and development of module 14 students will achieve an understanding of the second half of Modern Age and its economic evolution (mercantilism and the first industrial revolution), its political changes (Enlightened Despotism), social configuration and cultural advances (Baroque, Enlightenment, Modern Science). Students will also analyse the second half of the XX century and the transition to the XXI. Both Spanish and international issues related to artistic creation will be dealt with, from a gender perspective and taking into consideration political and cultural aspects with regard to human rights, the culture of peace, international cooperation, cultural production and the construction of Europe. Students enrolled in the submodule Contemporary Art will learn about the history of art in the the second half of the XX century and the transition to the XXI centuruy. In particular, they will learn about the reconceptualization of the notion of art, the artist, aesthetic reception, audience, and, in general, the relations among all the agents and objects involved in the artistic phenomenon.*

Methodical competences	- Se fomentará en los alumnos las habilidades para recuperar y analizar información desde diferentes fuentes, así como las destrezas de análisis y síntesis a través del comentario de textos relevantes, obras artísticas y la evaluación crítica de documentos históricos. - El exámen de problemas relacionados con la historia, la geografía y el arte fomentará también en los alumnos la competencia general para la resolución de problemas y la capacidad de clasificar cuestiones complejas pertenecientes a los dominios de la historia (universal y europea) y el arte en los periodos históricos de referencia, con especial atención a aspectos actuales tan relevantes como la perspectiva de género, los derechos humanos o la cooperación internacional. *Students will develop their skills to find and analyse information coming from different sources; they will also apply their analytic and syncretic capacities through the discussion of relevant texts, and artistic works and the critical evaluation of historical documents. Students will also develop their problem solving and classification skills in issues related to the history of Europe and artistic production.*
Social and self-competences	El alumnado podrá adquirir conocimiento sobre la materia tanto de forma guiada como independiente; serán capaces de planificar su trabajo individual y en grupo, para realizarlo en tiempo y forma adecuadas. También avanzarán en su capacidad para comunicar el conocimiento adquirido tanto por escrito como oralmente, de forma estructurada, metódica y ajustada a la audiencia a la que se dirigen. Se estimulará en los alumnos el respeto a las diversas lenguas y pueblos que conforman Europa a través del estudio del origen, conformación y desarrollo de sus bases culturales, su historia y sus manifestaciones artísticas, complementado con una perspectiva de género que pone en valor la necesidad del avance en cuestiones fundamentales como los derechos humanos, la cultura de la paz y desarrollo y cooperación internacional. *Students are able to acquire subject content in a guided and independent manner; they are able to plan individual and group-based work processes sensibly and complete them in a timely manner; they deepen their ability to communicate subject content in writing and orally in a structured, methodically reflected and addressee-related manner. Students' tolerance and respect to other European nations and languages will be stimulated through the study of their origin, conformation and development of their cultural basis, their history and their artistic productions, which will be complemented by a gender perspective that highlights such important issues as human rights, the culture of peace and the international cooperation.*
Teaching and learning formats	Seminarios, lectura de textos, presentaciones, trabajos en grupo. Seminar, text reading, discussion, presentation, group work.
Person in charge	
Prerequisites	None
Language(s) of instruction	Spanish

UMA 17.1	Historia universal de la edad moderna II			
	Universal History of the Modern Age II			
	Submodule type	Elective (17.1 or 17.2 or 17.3)	**Submodule ID**	
UMA 17.2	Política, género y cultura en el mundo actual			
	Politics, Gender and Culture in the Contemporary World			
	Submodule type	Elective (17.1 or 17.2 or 17.3)	**Submodule ID**	

UMA 17.3	Arte contemporáneo (1960 - hasta la actualidad)			
	Contemporay Art (1960 - now)			
	Submodule type	Elective (17.1 or 17.2 or 17.3)	**Submodule ID**	
Examination	Module examination			
	Examination ID		**Scope**	
	Form of assessment		**Workload for preparation**	60h
	Graded assessment?	yes		
	Additional Information regarding examination	Final exam and essays		
				Last changed on 17.06.2021

Joint Modules (JM 1 to JM 3)

Year 4

Module JM 1	Conception and Organisation of an Academic Conference				
	Europa-Universität Flensburg, Université de Strasbourg, Universidad de Málaga				
	Module type		Compulsory		
	Local module ID				
	Credits (CP)		18		
	Teaching hours per week		**2 (autumn) +2 (spring)**		
	Semester	Autumn and spring semester	**Workload (overall)**		450h
	Turnus	Annual	**Thereof**	**Presence teaching**	60h
	Duration	Two semesters		**Self-studies**	390h

Qualification objective	In the 7th semester, the students design an academic conference with the support of the teachers. In the 8th semester, this conference is held at one of the three partner universities. The conference takes place every year at a different one of the three participating universities according to the rotation principle. Through the largely independent conception and realisation of an academic conference, the students demonstrate their organisational talent, their creativity in identifying relevant issues in the context of the B.A. and their ability to communicate competently on a European and international level. Within the framework of this module, competences are acquired and developed that prepare students for the possibility of professional practice in the academic and cultural sector.
Subject-related competences	In the conception of the conference, the students prove that they have developed a feeling for issues relevant to the discipline, that they are able to link different research areas with each other and to structure (inter-)disciplinary problem areas appropriately in terms of content. In doing so, they document a pronounced awareness of the most important theories, principles and methods of the subject or subjects dealt with in the context of the conference. Beyond the professional expertise, the students acquire the ability to independently master complex tasks and problems and, in particular, to react flexibly to unforeseeable developments through the conception and implementation of an academic conference.
Methodical competences	The conception and implementation of an academic conference require a high degree of mental agility, problem-solving skills and the ability to think in a networked manner. In addition, the confident use of various foreign languages (including English) and the adept use of modern media and computer applications (e.g. for presentations, data and news management) is required.
Social and self-competences	Strong moderation and presentation skills are essential for the conception and implementation of an academic conference. Furthermore, skills in cooperation and conflict management are necessary in order to jointly design and implement the event with a division of labour and in several groups. This requires the implementation of a reliably functioning organisational structure with changing responsibilities and the development of a common strategy for project management.

Teaching and learning formats	Project development, project work, group work, group discussion, group presentations, independent text work, development of sources, information and data; independent academic work; communicating the results in different (media) formats; holding an academic conference.
Person in charge	Prof. Dr. Margot Brink, Prof. Dr. Cordula Neis, Prof. Dr. Hedwig Wagner, one member of staff of UNISTRA and UMA (tba)
Prerequisites	None
Language(s) of instruction	German, French, Spanish, English

JM 1: **Submodule 1**	Conception of an Academic Conference				
	Submodule ID		**Teaching format**		Project work
	Teaching hours per week	2	**Workload (Submodule)**		150h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
	Max. group size	60		**Self-studies**	120h
JM 1: **Submodule 2**	Organisation of an Academic Conference				
	Submodule ID		**Teaching format**		Project work
	Teaching hours per week	2	**Workload (Submodule)**		240h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
	Max. group size	60		**Self-studies**	210h
JM 1: **Examination**	Module examination				
	Examination ID		**Scope**		
	Form of assessment	See below	**Workload for preparation**		6h
	Graded assessment?	no			
	Additional Information regarding examination	Aktive Teilnahme an der Konzeption und Durchführung der Tagung. Nachweis: Konzeptpapier erstellen und präsentieren (Gruppenarbeit); Schriftliche Dokumentation der aktiven Teilnahme (2 Seiten)			
					Last changed on 17.06.2021

Module JM 2	Project-based Internship				
	Europa-Universität Flensburg, Université de Strasbourg, Universidad de Málaga				
	Module type		Compulsory		
	Local module ID				
	Credits (CP)		18		
	Teaching hours per week				
	Semester	Autumn semester	**Workload (overall)**		450h
	Turnus	Annual	**Thereof**	**Presence teaching**	
	Duration	One semester		**Self-studies**	450h

Qualification objective	The project-based internship, which is to be completed in a foreign language abroad preferably in one of the three partner countries, supports the identification of future fields of work and the choice of a focus within the study programme. Through the internship, the competences that the students have acquired in the study process are further developed. After the internship, students submit a report showing that they are able to describe the structures and processes of the institution of their internship. They summarise, present the essential contents of their tasks and relate these analytically and critically to the study contents of the degree programme. The minimum duration of the project-based internship is eight weeks.
Subject-related competences	With an internship, students apply their theoretical knowledge in a study related work field. By this means, the internship serves as a preparation for a future career in many ways: By weighing study contents and interests, students orientate in the labour market at a crucial point during their studies to find possible employers.
Methodical competences	By going through an application process, students receive a real impression of the labour market and its demands. This impression is reinforced by fulfilling the tasks given during the internship, discussing their work with colleagues and handling critical reviews adequately.
Social and self-competences	Students choose an internship related to the field of European studies in language, literature, culture, media studies and further develop their intercultural competences acquired during their studies in the BA programme as well as other skills and competences relevant for future employability in an international environment.
Teaching and learning formats	None
Person in charge	Prof. Dr. Margot Brink, Prof. Dr. Cordula Neis, Prof. Dr. Hedwig Wagner (EUF) Anne Bandry-Scubbi, Emmanuel Béhague, Marie-Hélène Maux (UNISTRA) Juan Perles Rochel, Chantal Pérez Hernández, Sarah Robles (UMA)
Prerequisites	None
Language(s) of instruction	German, French, Spanish

JM 2: **Submodule 1**	Project-based Internship				
	Submodule ID		**Teaching format**		Internship
	Teaching hours per week		**Workload (Submodule)**		320h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	
	Max. group size			**Self-studies**	320h
JM 2: **Examination**	Module examination				
	Examination ID		**Scope**		tba
	Form of assessment	Internship project report	**Workload for preparation**		130h
	Graded assessment?	yes			
	Additional Information regarding examination				
					Last changed on 17.06.2021

Module JM 3	Bachelor Thesis				
	Europa-Universität Flensburg, Université de Strasbourg, Universidad de Málaga				
	Module type		Compulsory		
	Local module ID				
	Credits (CP)		12 + 12		
	Teaching hours per week		**2**		
	Semester	Autumn and spring semester	**Workload (overall)**		720h
	Turnus	Annual	**Thereof**	**Presence teaching**	30h
	Duration	One semester		**Self-studies**	690h

Qualification objective	The students are able to develop and design a disciplinary or interdisciplinary research question, to work on it with adequate scientific methods, to evaluate the results and to present the research and the results appropriately. They are able to present and justify their research results appropriately in Bachelor Thesis Colloquium and, eventually, in Bachelor Thesis Defence.
Subject-related competences	The students are able to adequately work on a chosen disciplinary or interdisciplinary topic. They know the disciplinary and interdisciplinary relevance of a topic and the relevant criteria for evaluating such scientific work. They know how to design and carry out a scientific paper and can competently communicate the research results.
Methodical competences	They know how to conduct bibliographical research and evaluate relevant theoretical material. They apply the disciplinary and interdisciplinary methods acquired during their studies. They present the research and results adequately in oral and written form. In the thesis defence, they also prove that they can switch confidently between the different languages of the degree program and adapt to the academic customs of the different partner countries.
Social and self-competences	Autonomy, endurance, organisation of long-time projects.
Teaching and learning formats	Bachelor thesis colloquium, thesis defence
Person in charge	Prof. Dr. Margot Brink, Prof. Dr. Cordula Neis, Prof. Dr. Hedwig Wagner, staff members from UNISTRA and UMA (tba)
Prerequisites	None
Language(s) of instruction	German, French, Spanish

JM 3: **Submodule 1**	Bachelor Thesis Colloquium				
	Submodule ID		**Teaching format**		
	Teaching hours per week	2	**Workload (Submodule)**		360h
	Submodule type	Obligatory	**Thereof**	**Presence teaching**	30h
	Max. group size	20		**Self-studies**	320h

JM 3: Examination	Module examination			
	Examination ID		**Scope**	tba
	Form of assessment	Bachelor Thesis Thesis defence	**Workload for preparation**	360h
	Graded assessment?	yes		
	Additional Information regarding examination			
				Last changed on 17.06.2021

Annex # 6

Structure of the curriculum: Model study plans

Model Study Plan – Home University EUF

	Language Acquisition	Europe		Culture, Language, Literature, Arts, Medias	
Semester 1 and 2 at EUF	**EUF 1** (10 CP) Spracherwerb I	**EUF 2** (7 CP) Europaideen und europäische Geistesgeschichte	**EUF 3** (5 CP) Sprachreflexionen, Sprachbewusstsein, Sprachdiskussion	**EUF 4** (5 CP) Europa: Sprachen, Kultur, Literatur, Medien	**EUF 5** (3 CP) Wissenschaftliches Arbeiten
	EUF 6 (10 CP) Spracherwerb II	**EUF 7** (7 CP) Europanarrative	**EUF 8** (5 CP) Sprachphilosophie und linguistische Anthropologie	**EUF 9** (5 CP) Narratologie/ Erzähltraditionen	**EUF 10** (3 CP) Ästhetische Analysen
Semester 3 and 4 at UMA	**UMA 11** (6 CP) Lengua Española I	**UMA 3** (6 CP) Historia de Europa	**UMA 12** (6 CP) El Latín y las lenguas de Europa	**UMA 13** (6 CP) Raíces Clásicas de Europa e Historia del Arte I	**UMA 14** (6 CP) Historia, Geografía e Historia del Arte I
	UMA 15 (6 CP) Lengua Española II	**UMA 8** (6 CP) Literatura Europea	**UMA 9** (6 CP) Sistemas e instituciones internacionales	**UMA 16** (6 CP) Raíces Clásicas de Europa e Historia del Arte II	**MM 17** (6 CP) Historia, Geografía e Historia del Arte II
Semester 5 and 6 at UNISTRA	**UNISTRA 7** (8 CP) Langue et linguistique – Français I	**UNISTRA 8** (11 CP) Culture et civilisation européennes III		**UNISTRA 9** (11 CP) Littératures, arts, médias européens III	
	UNISTRA 10 (9 CP) Langue et linguistique – Français II	**UNISTRA 11** (10 CP) Culture et civilisation européennes IV		**UNISTRA 12** (11 CP) Littératures, arts, médias européens IV	
Semester 7 and 8	**JM 1** (6+12 CP) Conception and Organisation of a Scientific Conference	**JM 2** (18 CP) Internship		**JM 3a** (12 CP) Thesis Colloquium and Thesis Defense	
		JM 3b (12 CP) Bachelor Thesis			

Model Study Plan – Home University UNISTRA

	Language Acquisition	Europe	Culture, Language, Literature, Arts, Medias
Semester 1 and 2 at UNISTRA	**UNISTRA 1** (12 CP) Langue et linguistique – Allemand / Espagnol I	**UNISTRA 2** (8 CP) Culture et civilisation européennes I	**UNISTRA 3** (10 CP) Littératures, arts, médias européens I
	UNISTRA 4 (12 CP) Langue et linguistique – Allemand / Espagnol II	**UNISTRA 5** (8 CP) Culture et civilisation européennes II	**UNISTRA 6** (10 CP) Littératures, arts, médias européens II

Semester 3 and 4 at EUF	**EUF 11** (10 CP) Spracherwerb III	**EUF 12** (7 CP) Materialität und Geschichte der europäischen Kommunikation	**EUF 13** (5 CP) Oralität und Literalität	**EUF 14** (5 CP) Intermedialität und Intertextualität	**EUF 15** (3 CP) Intermediale Artefakte
	EUF 16 (10 CP) Spracherwerb IV	**EUF 17** (7 CP) Europäische Kultur- und Theorietransferprozesse	**EUF 18** (5 CP) Translation/Übersetzung in Theorie und Praxis	**EUF 19** (5 CP) Kontakt und Konflikt – Kulturelle Mediationen	**EUF 20** (3 CP) Transferprozesse

Semester 5 and 6 at UMA	**UMA 11** (6 CP) Lengua Española I	**UMA 3** (6 CP) Historia de Europa	**UMA 12** (6 CP) El Latín y la Cultura	**UMA 13** (6 CP) Raíces Clásicas de Europa e Historia del Arte I	**UMA 14** (6 CP) Historia, Geografía e Historia del Arte I
	UMA 15 (6 CP) Lengua Española II	**UMA 8** (6 CP) Literatura Europea	**UMA 9** (6 CP) Sistemas e instituciones internacionales	**UMA 16** (6 CP) Raíces Clásicas de Europa e Historia del Arte II	**UMA 17** (6 CP) Historia, Geografía e Historia del Arte II

Semester 7 and 8	**JM 1** (6+12 CP) Conception and Organisation of a Scientific Conference	**JM 2** (18 CP) Internship	**JM 3a** (12 CP) Thesis Colloquium and Thesis Defense
		JM 3b (12 CP) Bachelor Thesis	

Model Study Plan – Home University UMA

	Language Acquisition		Europe		Culture, Language, Literature, Arts, Medias
Semester 1 and 2 at UMA	**UMA 1** (6 CP) Lengua alemana para la mediación intercultural I	**UMA 2** (6 CP) Lengua francesa para la mediación intercultural I	**UMA 3** (6 CP) Historia de Europa	**UMA 4** (6 CP) Lingüística Aplicada a la Traducción y la Interpretación	**UMA 5** (6 CP) Lingüística general
	UMA 6 (6 CP) LLengua alemana para la mediación intercultural II	**UMA 7** (6 CP) Lengua francesa para la mediación intercultural II	**UMA 8** (6 CP) Literatura europea	**UMA 9** (6 CP) Sistemas e instituciones internacionales	**UMA 10** (6 CP) Lengua, traducción y cultura
Semester 3 and 4 at UNISTRA	**UNISTRA 7** (8 CP) Langue et linguistique – Français I	**UNISTRA 8** (11 CP) Culture et civilisation européennes III		**UNISTRA 9** (11 CP) Littératures, arts, médias européens III	
	UNISTRA 10 (9 CP) Langue et linguistique – Français II	**UNISTRA 11** (10 CP) Culture et civilisation européennes IV		**UNISTRA 12** (11 CP) Littératures, arts, médias européens IV	
Semester 5 and 6 at EUF	**EUF 11** (10 CP) Spracherwerb III	**EUF 12** (7 CP) Materialität und Geschichte der europäischen Kommuikation	**EUF 13** (5 CP) Oralität und Literalität	**EUF 14** (5 CP) Intermedialität und Intertextualität	**EUF 15** (3 CP) Intermediale Artefakte
	EUF 16 (10 CP) Spracherwerb IV	**EUF 17** (7 CP) Europäische Kultur- und Theorietransferprozesse	**EUF 18** (5 CP) Translation/Übersetzung in Theorie und Praxis	**EUF 19** (5 CP) Kontakt und Konflikt – Kulturelle Mediationen	**EUF 20** (3 CP) Transferprozesse
Semester 7 and 8	**JM 1** (6+12 CP) Conception and Organisation of a Scientific Conference	**JM 2** (18 CP) Internship		**JM 3a** (12 CP) Thesis Colloquium and Thesis Defense	
		JM 3b (12 CP) Bachelor Thesis			

Annex # 7

Joint and individual study and examination regulations

a) Joint Study and Examination Regulations Framework (JSER), including regulations on admission requirements and selection procedures, procedure for recognition of qualifications and students' assessments

b) EUF: Prüfungs- und Studienordnung (Satzung) der Europa-Universität Flensburg für den Studiengang Transcultural European Studies: Languages, Cultures, Interactions (Study and Examination Regulations)

c) Satzung über den Nachweis von Fremdsprachenkenntnissen oder von einer praktischen Tätigkeit (Studienqualifikationssatzung) der Europa-Universität Flensburg (Statutes on the Proof of Foreign Language Skills or of a Practical Activity)

d) UNISTRA: Règlement des études et de la scolarité en Licence et en Master pour l'année universitaire 2021-2022 (Regulations for studies and tuition in the Bachelor's and Master's programmes for the academic year 2021-2022)

e) UMA: Normas reguladoras del progreso y la permanencia de los estudiantes en estudios de Grado y Master (Rules governing the progress and continuance of students in Bachelor's and Master's degree studies)

f) UMA: Normativa reguladora de los procesos de evaluación de los aprendizajes (Regulations governing the process of assessment of learning)

Joint Study and Examination Regulations Framework

for the Joint Degree Programme

Transcultural European Studies: Languages, Cultures, Interactions (TES)/
Transkulturelle Europa-Studien: Sprachen, Kulturen, Interaktionen (TES)/
Études transculturelles européennes : langues, cultures, interactions (ETE)/
Estudios transculturales europeos: lenguas, culturas, interacciones (ETE)

with the degree of
Bachelor of Arts (B.A.)

I. General

§ 1 Scope of the Study and Examination Regulations Framework

(1) The Bachelor of Arts (B.A.) Transcultural European Studies: Languages, Cultures, Interactions (TES) / Transkulturelle Europa-Studien: Sprachen, Kulturen, Interaktionen (TES) / Études transculturelles européennes: langues, cultures, interactions (ETE)/ Estudios transculturales europeos: lenguas, culturas, interacciones (ETE) is offered as a joint degree programme by Europa-Universität Flensburg, Université de Strasbourg and Universidad de Málaga. Each of the three universities establishes regulations that provide the framework for the study of the programme.

(2) The partner universities agree to follow the framework established in this document as long as specific regulations do not conflict with national regulations.

(3) Credit points achieved in the Bachelor of Arts (B.A.) Transcultural European Studies: Languages, Cultures, Interactions (TES) / Transkulturelle Europa-Studien: Sprachen, Kulturen, Interaktionen (TES) / Études transculturelles européennes: langues, cultures, interactions (ETE)/ Estudios transculturales europeos: lenguas, culturas, interacciones (ETE) at any of the three universities will be fully recognized by the other partner universities within the framework of the joint degree.

§ 2 Admission Requirements

(1) Admission to the joint degree programme requires:

EUF	UNISTRA	UMA
a. University entrance qualification (e.g. Baccalaureat, Abitur, baccalauréat, Bachillerato) b. Proof of the language requirements stipulated in the study qualification statutes of Europa-	a. University entrance qualification (e.g. Baccalaureat, Abitur, baccalauréat, Bachillerato).	a. University entrance qualification (e.g. Baccalaureat, Abitur, baccalauréat, Bachillerato).

Universität Flensburg. Proof of this is usually provided by the application deadline, in justified exceptional cases by the start of the degree programme.		

(2) All documents listed in paragraph 1 must be submitted either in original form or as a notarized copy.

(3) Students are selected according to

EUF	UNISTRA	UMA
a. academic merit (i.e. average grade calculation that takes in account the suitability of the subjects taken by the students). b. Language qualification	a. academic merit (i.e. average grade calculation that takes in account the suitability of the subjects taken by the students).	a. academic merit (i.e. average grade calculation that takes in account the suitability of the subjects taken by the students).
(4) In case there is an admission restriction in place for the joint degree programme, the selection of candidates will follow the regulations of the University Admissions Law and the University Admissions Regulations of Schleswig-Holstein. The University Selection Regulations of the Europa-Universität Flensburg govern the University Selection Process. Decisions in the University Selection Process are made by the Admissions Committee	(4) In case there is an admission restriction in place for the joint degree programme, the selection of candidates will follow the regulations of French University Admissions Law, as stated in the Admission Platform PArcourSup	

(5) In order to coordinate and communicate the procedures of selection of students in each university, the TES/ETE Programme Committee coordinates the admission process between the administrative units involved.

§ 3 Goal of the study programme, Bachelor's Degree

(1) The B.A. plus Transcultural European Studies: Languages, Cultures, Interactions (TES)/ Transkulturelle Europa-Studien: Sprachen, Kulturen, Interaktionen (TES)/ Études

transculturelles européennes : langues, cultures, interactions (ETE)/ Estudios transculturales europeos: lenguas, culturas, interacciones is an interdisciplinary (ETE), is an interdisciplinary German-French-Spanish degree programme. The programme focuses on language, cultural, literary and media studies as well as the acquisition of multilingual skills; it is jointly implemented by Europa-Universität Flensburg, Université de Strasbourg and Universidad de Málaga and concludes with the award of a joint degree.

Studying at three European universities along with the study programme's orientation towards the areas of languages, culture, literature, and media in the European intercultural and transcultural contexts enables students to deal with historical, contemporary, and future European issues in a global context in a theoretically, practically, and methodologically reflective manner in four European languages: French, German, Spanish, and English. Graduates of this degree programme will have acquired in-depth knowledge and the ability to analyse the genesis and dynamics of European ideas and ideals, of theories, concepts, narratives and representations linked to Europe, of European history and its cultural, social and political life. They will have gained active knowledge of different European perspectives on and narrations of European history and presence, on commonalities and differences between European states and European people. They will have obtained political, geographical and linguistic overviews of topics related to Europe and to the specific European countries. Additionally, graduates will have developed an overview of intercultural and transcultural issues related to Europe and its global ties. They will have gained insight into the cultural characteristics of individual European countries as well as into pan-European developments and dynamics. Students will have experienced the diversity of European languages and have delved into historic and contemporary language discussion and language reflection in Europe. They can apply techniques of cultural mediation by dealing with phenomena such as translation or transmission. In the sense of critical European studies in a global context, students also deal with European conflicts and (culturally mediated) solution strategies.

The close interweaving of theory and practice provides not only a broad theoretical qualification but also a close-knit practical professional orientation. Due to the variety of interdisciplinary perspectives on languages, literatures, cultures and media in Europe, students are excellently qualified for the most diverse areas of the labour market, from cultural institutions or museums to publishing houses, as well as for employment in European and international organisations or within the numerous organisations fostering German-French cooperation. The plurilingual focus of the degree programme and the experience of living and studying in three countries give graduates a high level of linguistic, intercultural and transcultural competence and a special competitive edge. The close connection between theory and practice makes the programme a priori interactive and focuses on the employability of graduates.

The programme is a model and a new type of intra-European academic cooperation. Instead of the focal points in politics, economics and law that are normally to be found in the programmes of European Studies, its content orientation is based on a linguistic-literary-cultural focus.

(2) Upon successful completion of the bachelor's degree the joint academic degree of "Bachelor of Arts (B.A.)" will be awarded by Europa-Universität Flensburg, Université de Strasbourg and Universidad de Málaga.

§ 4 Standard Study Period and Structure of the Programme

(1) The programme is offered as a full-time programme of studies. If national regulations require, universities can make provisions for part-time studies.
(2) The regular study time to complete the bachelor's degree is four academic years (eight semesters). For a successful completion, 240 credit points are required.
(3) The programme has a modular structure. Each module comprises 3 to 18 credit points.
(4) One credit point is equivalent to an average of 25 to 30 hours of student workload. In accordance with the European Credit Transfer System (ECTS), students are expected to acquire 30 credit points per semester, equivalent to a total of 750 to 900 hours of workload.

EUF	UNISTRA	UMA
(5) The credit points associated with one module are awarded if the entire module, including all its specific requirements, has been successfully completed. The workload of a module includes classes, independent study time (preparation and review of learning material, preparation and development of own contributions) and the preparation for, and participation in, module examinations.	(5) The credit points associated with one module are awarded if the entire module, including all its specific requirements, has been successfully completed and the results have been validated by the examination jury. The workload of a module includes classes, independent study time (preparation and review of learning material, preparation and development of own contributions) and the preparation for, and participation in, module examinations.	(5) The credit points associated with one module are awarded if the entire module, including all its specific requirements, has been successfully completed. The workload of a module includes classes, independent study time (preparation and review of learning material, preparation and development of own contributions) and the preparation for, and participation in, module examinations.

(6) Courses are taught in French, German, Spanish or English.

§ 5 Structure of the Programme

(1) Students spend at least one academic year at each of the three participating universities. They spend the first year at their home university before they can then choose the location of their second and third year of study between the other two universities according to their language skills. In the seventh semester, students complete an eight-week project-based internship (outside the country of their home university). In the eighth semester, they are free to choose whether to write their Bachelor's thesis in one of the partner countries or return to their home university. With the exception of the internship, all modules of the fourth year are organised and offered jointly by all partners.
(2) The study programme is divided into the following modules:

Module code and title	Credit points	Mandatory if home university is		
		EUF	UNISTRA	UMA
EUF 1: Spracherwerb I	10	X		
EUF 2: Europaideen und europäische Geistesgeschichte	7	X		
EUF 3: Sprachreflexionen, Sprachbewusstsein und Sprachdiskussion	5	X		
EUF 4: Europa: Sprachen, Kultur, Literatur, Medien	5	X		
EUF 5: Wissenschaftliches Arbeiten	3	X		
EUF 6: Spracherwerb II	10	X		
EUF 7: Europanarrative	7	X		
EUF 8: Sprachphilosophie und linguistische Anthropologie	5	X		
EUF 9: Narratologie/Erzähltraditionen	5	X		
EUF 10: Ästhetische Analysen	3	X		
UNISTRA 1: Langue et linguistique – Allemand / Espagnol I	12		X	
UNISTRA 2: Culture et civilisation européennes I	8		X	
UNISTRA 3: Littératures, arts, médias européens I	10		X	
UNISTRA 4: Langue et linguistique – Allemand / Espagnol II	12		X	
UNISTRA 5: Culture et civilisation européennes II	8		X	
UNISTRA 6: Littératures, arts, médias européens II	10		X	
UMA 1: Lengua alemana para la mediación intercultural I	6			X
UMA 2: Lengua Francesa para la mediación intercultural I	6			X
UMA 3: Historia de Europa	6	X	X	X
UMA 4: Lingüística Aplicada a la Traducción y la Interpretación	6			X
UMA 5: Lingüística general	6			X
UMA 6: Lengua alemana para la mediación intercultural II	6			X
UMA 7: Lengua Francesa para la mediación intercultural II	6			X
UMA 8: Literatura europea	6	X	X	X
UMA 9: Sistemas e instituciones internacionales	6	X	X	X
UMA 10: Lengua, traducción y cultura	6			X
EUF 11: Spracherwerb III	10		X	X
EUF 12: Materialität und Geschichte der europäischen Kommunikation	7		X	X
EUF 13: Oralität und Literalität	5		X	X
EUF 14: Intermedialität und Intertextualität	5		X	X
EUF 15: Intermediale Artefakte	3		X	X
EUF 16: Spracherwerb IV	10		X	X
EUF 17: Europäische Kultur- und Theorietransferprozesse	7		X	X
EUF 18: Translation/Übersetzung in Theorie und Praxis	5		X	X
EUF 19: Kontakt und Konflikt – Kulturelle Mediationen	5		X	X
EUF 20: Transferprozesse	3		X	X
UNSTRA 7: Langue et linguistique – Français I	8	X		X
UNSTRA 8: Culture et civilisation européennes III	11	X		X
UNSTRA 9: Littératures, arts, médias européens III	11	X		X
UNSTRA 10: Langue et linguistique – Français II	9	X		X
UNSTRA 11: Culture et civilisation européennes IV	10	X		X
UNSTRA 12: Littératures, arts, médias européens IV	11	X		X
UMA 11: Lengua Española I	6	X	X	
UMA 12: El Latín y la Cultura	6	X	X	
UMA 13: Raíces clásicas de Europa e Historia del Arte I	6	X	X	
UMA 14: Historia, Geografía e Historia del Arte I	6	X	X	
UMA 15: Lengua Española Ii	6	X	X	

UMA 16: Raíces clásicas de Europa e Historia del Arte II	6	X	X	
UMA 17: Historia, Geografía e Historia del Arte II	6	X	X	
JM 1: Conception and Organisation of a Scientific Conference	18	X	X	X
JM 2: Project-based Internship	18	X	X	X
JM 3a: Thesis Colloquium and Thesis Defence	12	X	X	X
JM 3b: Bachelor Thesis	12	X	X	X

§ 6 Language progression

(1) In keeping with Europe's linguistic diversity, continuous foreign language acquisition is a crucial element of the first three years of study. Students enhance their skills in the three important European languages (L1, L2, L3) French, Spanish and German and develop a language profile including the following proficiency:

- L1: mother tongue or CEFR level C1
- L2: CEFR level C1
- L3: CEFR level B2

(2) In order to achieve the above mentioned language proficiency, the partner universities agree to apply the following language progression grid:

	Admission	end of Year 1	End of Year 2	End of Year 3
L1	C1	C1	C1	C1
L2	B1	B2	B2/C1	C1
L3	A1	A2/B1	B1/B2	B2

§ 7 Joint Examination Committee

(1) For the joint tasks laid down in the present Study and Examination Regulations document, a Joint Examination Committee will be formed. The Joint Study and Examination Committee will work on the legal basis of the national study and examination regulations and cooperate with the relevant committees. It provides guidance on these (information and assistance) and refers to contact persons in the respective universities. As a joint study and examination committee, it provides a common trinational framework for examination and admission issues. It regulates joint examination procedures, determines assessment criteria for the evaluation of examination achievements and works on the basis of a common grade conversion table.

(2) The joint study and examination committee will be composed of one representative each from the group of professors, the group of other academic staff and the student body of all three participating universities. The Programme Committee shall appoint the members of the Joint Examination Committee from the group of professors and of the academic staff. Their term of office is two years. The students of the respective location shall elect the members of the Joint Examination Committee from the group of students. Their term of office is one year. Should a member leave prematurely, a successor is appointed or elected for the remaining term of office. The chair shall be held by a representative of the university professors.

(3) Decisions are made by simple majority, in the event of a tie, the vote of the chairperson shall be decisive. The quorum is half of the members and the chairperson present.

(4) The joint study and examination committee shall meet annually and shall inform and consult each other in particular in the run-up to the award of the diploma.
(5) The members of the Joint Examination Committee are subject to (public) secrecy. If they are not in the public service, they are bound to secrecy by the chairperson.
(6) The Joint Examination Committee makes use of the three institutions' service units for examination matters in the fulfillment of its duties.
(7) The Joint Examination Committee may decide to hold video conference meetings.

§ 8 Examiners and Assessors

(1) All University Professors of the three institutions issuing the joint degree, as well as any other full-time or part-time employee qualified to teach at these institutions, are entitled and obligated to conduct university examinations.
(2) Only a person who has obtained a specialized qualification in the respective subject matter and has actively taught that respective subject area is permitted to act as an examiner, unless compelling reasons require a deviation to this norm. If several examiners are involved in the examination, at least one must have taught in the subject area in question. Exceptions that may be required in individual cases will be settled by the Joint Examination Committee. A person may only act as assessor if they have acquired, at least, relevant professional academic qualification in the respective examination subject (Qualified Assessor).
(3) The assessment of a Bachelor's Thesis can only be conducted by university lecturers holding at least a PhD. The examiners are independent in their examination work.
(4) Examiners from other universities can be exceptionally allowed to act as second examiners by the Joint Examination Committee, at the request of the respective person.

§ 9 Recognition of Study and Examination Achievements, Skills and Abilities

(1) The partner universities agree to mutually and automatically recognise examination achievements at the other two partner universities within the scope of this degree programme, provided that the respective university confirms the complete completion of a module listed in § 5.
(2) Mutual recognition of academic achievements that have not led to the completion of a module is possible in individual cases upon request.
(3) Coursework and examinations that have been completed at other domestic or recognized foreign universities can be accepted if there are no significant differences between those courses and the ones which can be acquired in the study programme. Any negative decision must be justified and allow for an appeal.
(4) If coursework and examination achievements are recognized, the grades – as long as the grading systems are comparable – will be adopted and included in the calculation of the final grade in accordance with these Study and Examination Regulations. Non-comparable grading systems or ungraded examinations (pass/fail) will be recognized with the label "passed". The designation of recognized coursework and examinations on the diploma is allowed.
(5) Recognized coursework and examinations are to be awarded the appropriate credit points within the scope of the present Study and Examination Regulations.

§ 10 Assessment of Examinations, Calculation of Grades

(1) For the assessment of examinations, the following grades can be used:

EUF		UNISTRA		UAM		Erasmus-Grade
Sehr gut	1,0	Très bien	16,00-20,00	sobre-saliente (S.T.)	10,0	A
	1,3	bien	14,00-15,99		9,5	
gut	1,7	assez bien	13,50 – 13,99		9,0	B
	2,0		13,00-13,49	notable (N.T.)	8,5	
	2,3		12,51-12,99		8,0	
befriedigend	2,7		12,00-12,50		7,5	C
	3,0	passable	11,51-11,99		7,0	
	3,3		11,01-11,5	aprobado	6,5	D
ausreichend	3,7		10,51-11		6,0	
	4,0		10-10,50		5,0-5,5	E
ungenügend	< 4,0	ajourné	< 10	no aprobado	< 5,0	FX/F

(2) The students' records are administered at the respective host university. Twice a year, these examination administrations exchange the students' examination data. As the coordinating university, EUF is responsible for ensuring that all examination data is compiled, complete and accessible to the partner universities. The conversion of the grading of the examination performance is carried out according to para. 1 at each university and is part of the data exchange.

(3) A module is successfully completed if no examination is graded worse than "ausreichend"/"passable"/"aprobado".

(4) If an examination is evaluated by two or more examiners, the examination grade will be constituted by the arithmetic average of the individual grades given by the examiners. The module will be successfully completed if the arithmetic average of the individual grades sums up to at least "ausreichend"/"passable"/"aprobado".

(5) Written examinations are normally to be evaluated within eight weeks after the completion of the examination.

(6) Oral examinations will be evaluated by two examiners or by an examiner and a qualified assessor. The assessor has the right to present their case before the grade is finalized. A protocol of the course of the examination is to be made.

(7) The justification for the grade is to be documented together with the supporting deliberation and given to the examinee upon request, provided the reasoning was not already given together with the grade.

(8) The final grade is calculated as a weighted average of the grades of the modules and the grade of the Bachelor's Thesis. The weighting arises from the number of credit points connected to the modules and to the Bachelor's Thesis.

§ 11 Examination Repeatability

(1) Successfully completed examinations cannot be repeated.

(2) The partner universities make provisions that allow students to complete modules including repeated examinations. Procedures related to the repetition of examinations are established by the university in charge of a module.

(3) Assessments, which lead to a permanent failure, can be appealed.

§ 12 Review Process

(1) The partner universities make provisions that allow students to initiate a review process in case they do not agree with the assessment of an individual examination. Students must submit their objection to the relevant institution's committee in writing and within the period foreseen.
(2) The objection must be substantiated with concrete and comprehensible reasons. It can be
    a. directed against the grading process itself or
    b. of a subject-specific nature.
(3) A general criticism of the assessment practices is not significant.
(4) The Review Process cannot lead to the lowering of an examination grade.

§ 13 Withdrawal, Failure, Deceit, Rule Infringement, Plagiarism

(1) The partner universities communicate the applicable rules and regulations regarding withdrawal, failure, deceit, rule infringement and plagiarism in an appropriate manner, for example in programme specific Study and Examination Regulations or general examination regulations.
(2) The partner universities make provisions that students suspected of deceit, rule infringement and plagiarism will be given the opportunity to a hearing.

§ 14 Recognition of Special Needs

(1) The partner universities make provisions for the recognition of special needs. If a student is unable to take an examination, wholly or partially in the form provided, due to a disability or an illness, the processing time is to be appropriately extended or an equal examination in a more suitable form is to be provided. The illness of a child up to the age of 14 under the support or maintenance of the student or the illness of a relative under the support of the student are to be treated in an equivalent way to the illness of the student.
(2) The use of time allocated by the maternity protection acts, as well as the statutory regulations on parental leave in the country of the relevant student's home university, are guaranteed. The provisions of these Study and Examination Regulations about the consequences of failure due to the illness of a candidate are also applicable in the case of the illness of their children.

§ 15 Modularization and Types of Courses

(1) A module can consist of several courses of the same or of a different type, that together allow for the acquisition of the provided competencies and qualification.
(2) For the study programme and attainment of the bachelor's degree, the active participation in the courses of the modules and their preparation is recommendable and the – if necessary also independent – follow-up of the courses as well as the preparation and performance of the intended examination achievements are required, unless a participation of the students is regulated as a prerequisite for examination performances.
(3) Examination languages are English, German, French and Spanish. English cannot be used as the language of the Bachelor Thesis.

§ 16 Participation in Committees

(1) Students must not be disadvantaged or favored, because of their activities in the committees

of the University or the study programme. In case the timing of courses overlaps with committee meetings, the participating students are excused from the course in order to attend the committee meeting. Students must inform the lecturer of their intention to attend a committee meeting in a timely manner.

§ 17 Module Examinations and Examination Requirements

(1) Examinations serve to demonstrate the learning success within a module. The choice of examination method is guided by the qualification aim of the module.
(2) Normally, the examination will be assessed by the examiner. Examinations, with which the study programme is completed, and examinations, which are a repetition and might lead to a permanent failure of the examination without any compensation possibility, will be assessed by at least two examiners.
(3) Module examinations can combine written, oral and media elements. When designing the examination specifications, the allocated working time (workload) here described is to be observed.
(4) In all written coursework and examinations, all parts that are taken word-for-word from publications or other sources, must be marked as a quotation. The reference is immediately indicated in connection with the quote. Even in the cases of a takeover of the essence of an argument and of paraphrasing of texts and other sources, the original work must be referenced.
(5) All written work must include a written assurance regarding the originality of the work, signed by the student. The partner universities communicate their relevant regulations in an appropriate manner

§ 18 Bachelor's Thesis

(1) The Bachelor's Thesis is an examination which should indicate that a candidate is able to work on a problem from the subject area of the study programme, using the necessary methods, and within the specified time frame. With the successful completion of the Bachelor's Thesis, 12 credit points are acquired.
(2) The Bachelor's Thesis is to be supervised by a supervisor and evaluated by two evaluators independently from each other. The supervisor is at the same time evaluator. After the Bachelor's Thesis is handed in, the relevant service unit at the student's host university promptly forwards it to the evaluators.
(3) The topic of the Bachelor's Thesis is to be agreed upon with the selected supervisor, submitted to the Joint Study and Examination Committee in writing and approved by it. If a candidate cannot find a supervisor, the chairperson of the Joint Examination Committee will ensure that the student receives, in a timely manner, a topic for the Bachelor's Thesis and that the specialist supervision is guaranteed.
(4) The Bachelor's Thesis is, normally, to be completed by the end of the eighth semester. The working time is four months. At the request of the candidate, the relevant committee may, with the agreement of the supervisor, extend the working time by up to one month.
(5) The partner universities communicate all additional applicable rules and regulations regarding the technical details of the submission of the Bachelor's Thesis, of its successful completion and its repeatability in an appropriate manner, for example in programme specific Study and Examination Regulations or general examination regulations.

§ 19 Scope and Completion of the Bachelor's Examination

(1) The Bachelor's examination consists of the required module examinations in both the compulsory and the elective areas, as well as the Bachelor's Thesis and the Thesis Defense. A total of 240 credit points must be obtained, whereof a minimum of 60 credit points must be obtained from each of the three partner institutions according to § 1.

(2) The Bachelor's examination is successfully completed once all the examinations mentioned in paragraph 1 are successfully completed and the required credit points are acquired.

§ 20 Final Failure of the Bachelor's Examination

(1) The Bachelor's examination is irrevocably failed, if
   a. one of the required examinations is irrevocably failed or
   b. the examination right was forfeited because a deadline was exceeded or
   c. the produced Bachelor's Thesis is failed in the third attempt.

(2) A notification about the failed examination or the loss of the examination right will be issued and it is to be accompanied by information on the possibilities of legal remedy. § 16 applies.

(3) Students who leave the relevant home university without having obtained a degree can request a certificate listing their overall coursework and examinations produced.

§ 21 Final Documents

(1) The approved candidate receives promptly, or the latest four weeks after notification of the last examination results, a Joint Degree Diploma, a Certificate, a Transcript of Records and a Diploma Supplement.

(2) Upon completion of the requirements, a Joint Degree Diploma is issued bearing the date of the last examination and the signature of the three university presidents.

(3) The certificate lists the overall grade, which is the average of all graded performances weighted by credit points. It bears the date on which it was issued, the date of the last examination and the signatures of the three university presidents.

(4) The student also receives a Joint Transcript of Records from the partner universities, which reflects the individual academic achievements (Transcript of Records of the 240 ECTS credits). The Transcript of Records contains information about completed modules, the awarded credit points, the examination grades received and the topic and grade of the Bachelor's Thesis in the language in which it was achieved. The final transcript of Records will be delivered in English by the EUF. The titles of the courses are indicated in the language(s) of the respective hosting university.

(5) In addition, the student is given a Diploma Supplement listing the added value of the course of study and information regarding equivalent degrees in the participating countries. The Diploma Supplement will be issued by UNISTRA.

(6) The Joint Degree Diploma and the Certificate documents will be issued in French, German, Spanish and English. The Diploma Supplement and the Transcript of Records will be delivered in English.

(7) The Joint Degree Diploma, the Certificate documents and the Diploma Supplement will be issued by UNISTRA. The Transcript of Records will be issued by EUF.

(8) The final documents are to be electronically requested by the graduate, using their valid email address, from the home university.

Hinweis: Vor Bekanntmachung im Nachrichtenblatt (NBl. HS MBWK Schl.-H.) besitzt die Satzung Entwurfscharakter

Prüfungs- und Studienordnung (Satzung) der Europa-Universität Flensburg für den Studiengang Transcultural European Studies: Languages, Cultures, Interactions (TES)/Transkulturelle Europa-Studien: Sprachen, Kulturen, Interaktionen (TES)/Études transculturelles européennes : langues, cultures, interactions (ETE)/Estudios transculturales europeos: lenguas, culturas, interacciones (ETE) mit dem Abschluss Bachelor of Arts (PStO B.A. Transkulturelle Europa-Studien 2022)

Vom 1. Februar 2022

Bekanntmachung im NBl. HS MBWK. Schl.-H., S. XX
Tag der Bekanntmachung auf der Internetseite der EUF: 1. Februar 2022

Aufgrund § 52 Abs. 1 Satz 1 i.V.m. Abs. 10 des Hochschulgesetzes (HSG) in der Fassung der Bekanntmachung vom 5. Februar 2016 (GVOBl. Schl.-H. S. 39), zuletzt geändert durch Gesetz vom 13. Dezember 2020 (GVOBl. Schl.-H. 2021 S. 2), wird nach Beschlussfassung durch den Senat der Europa-Universität Flensburg vom 15. Dezember 2021 die folgende Satzung erlassen. Die Genehmigung des Präsidiums der Europa-Universität Flensburg ist am 15. Dezember 2021 erfolgt.

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Abschnitt 1 Allgemeines

§ 1 Geltungsbereich der Prüfungs- und Studienordnung

(1) Diese Prüfungs- und Studienordnung (PStO) enthält die Ziele und spezifischen Regelungen des Studiengangs Transcultural European Studies: Languages, Cultures, Interactions (TES)/Transkulturelle Europa-Studien: Sprachen, Kulturen, Interaktionen (TES)/Études transculturelles européennes : langues, cultures, interactions (ETE)/Estudios transculturales europeos: lenguas, culturas, interacciones (ETE) mit dem Abschluss Bachelor of Arts in Ergänzung der allgemeinen Regelungen der Rahmenprüfungsordnung der Europa-Universität Flensburg (RaPO 2020).

(2) Der Studiengang wird als Joint Degree organisiert und durchgeführt von der Europa-Universität Flensburg, der Université de Strasbourg und der Universidad de Málaga.

§ 2 Zugangs- und Zulassungsvoraussetzungen

(1) Voraussetzungen für den Zugang zum Studiengang Transcultural European Studies: Languages, Cultures, Interactions (TES)/Transkulturelle Europa-Studien: Sprachen, Kulturen, Interaktionen (TES)/Études transculturelles européennes : langues, cultures, interactions (ETE)/Estudios transculturales europeos: lenguas, culturas, interacciones (ETE) mit dem Abschluss Bachelor of Arts sind:

1. Nachweis einer schulischen oder berufspraktischen Hochschulzugangsberechtigung im Sinne des Hochschulgesetzes des Landes Schleswig-Holstein. Der Nachweis muss bis zu dem von der Europa-Universität Flensburg festgelegten Bewerbungsschluss vorliegen. Näheres regelt die Einschreibeordnung der Europa-Universität Flensburg.
2. Nachweis der in der Studienqualifikationssatzung der Europa-Universität Flensburg festgeschriebenen Sprachanforderungen. Der Nachweis hierüber erfolgt in der Regel bis zum Bewerbungsschluss, in begründeten Ausnahmefällen, wie beispielsweise der Teilnahme an studienvorbereitenden Sprachkursen, bis zu Beginn des Studiums.

(2) Die in Absatz 1 geforderten Nachweise sind jeweils in amtlich beglaubigter Kopie vorzulegen.

(3) Besteht für den Studiengang eine Zulassungsbeschränkung, erfolgt die Auswahl der Bewerberinnen und Bewerber nach den Regelungen des Hochschulzulassungsgesetzes und der Hochschulzulassungsverordnung des Landes Schleswig-Holstein. Das Hochschulauswahlverfahren wird geregelt durch die Hochschulauswahlsatzung der Europa-Universität Flensburg.

(4) Die den Studiengang durchführenden Universitäten richten ein Programme Committee ein, in dem die Universitäten paritätisch repräsentiert sind und dem auch Studierende des Studiengangs angehören. Näheres regelt ein Kooperationsvertrag.

§ 3 Ziele des Studiums, Zweck der Prüfung, Bachelorgrad

(1) Der B.A. Transcultural European Studies: Languages, Cultures, Interactions (TES)/Transkulturelle Europa-Studien: Sprachen, Kulturen, Interaktionen (TES)/Études transculturelles européennes : langues, cultures, interactions (ETE)/Estudios transculturales europe-os: lenguas, culturas, interacciones is an interdisciplinary (ETE) ist ein deutsch-französisch-spanischer Studiengang. Der Studiengang konzentriert sich auf Sprach-, Kultur-, Literatur- und Medienwissenschaften sowie den Erwerb von Mehrsprachigkeit; er wird gemeinsam von der Europa-Universität Flensburg, der Université de Strasbourg und der Universidad de Málaga durchgeführt und schließt mit einem gemeinsamen Abschluss ab. Das Studium an drei europäischen Universitäten und die Ausrichtung des Studiengangs auf die Bereiche Sprachen, Kultur, Literatur und Medien im europäischen Kontext ermöglichen den Studierenden eine

theoretisch, praktisch und methodisch reflektierte Auseinandersetzung mit europäischen Themen aus Geschichte und Gegenwart, auch im globalen Kontext, in drei europäischen Sprachen und interkulturellen Kontexten. Die Absolventinnen und Absolventen dieses Studiengangs erwerben vertiefte Kenntnisse europäischer Ideen sowie der einzelnen beteiligten Länder. Sie haben einen übergreifenden Überblick über länder- und europaspezifische Themen und Fragestellungen sowie Detailwissen über die Kontinuität von Theorien und Konzepten in Geschichte und Gegenwart Europas. Darüber hinaus können sie Techniken der Kulturvermittlung anwenden, indem sie sich mit Phänomenen wie Translation oder Transmission vertraut machen. Im Sinne kritischer Europastudien in einem globalen Kontext setzen sich die Studierenden auch mit europäischen Konflikten und kulturell vermittelten Lösungsstrategien auseinander. Die enge Verzahnung von Theorie und Praxis sorgt nicht nur für eine breite theoretische Qualifizierung, sondern auch für eine enge berufspraktische Orientierung. Die sprachliche Vielfalt des Studiengangs macht ihn zu einem grenzüberschreitenden Studiengang, der der kulturellen und sprachlichen Vielfalt Europas in besonderer Weise gerecht wird.

(2) Die Bachelorprüfung führt zum ersten berufsbefähigenden Hochschulabschluss.

(3) Nach erfolgreichem Abschluss des Bachelorstudiums verleiht die Europa-Universität Flensburg gemeinsam mit der Université de Strasbourg und der Universidad de Málaga den akademischen Grad Bachelor of Arts (B.A.) in Form eines Joint Degree.

§ 4 Regelstudienzeit, Aufbau des Studiums

(1) Die Regelstudienzeit bis zum Abschluss des Bachelorstudiums beträgt acht Semester. Für einen erfolgreichen Abschluss sind 240 Leistungspunkte erforderlich.

(2) Das Bachelorstudium besteht aus Modulen, die praktische Studienphasen einschließen.

(3) Module umfassen 3 bis 18 Leistungspunkte. Der Umfang der Bachelor Thesis ist in § 13 Absatz 2 dieser Ordnung geregelt.

(4) Lehrveranstaltungen finden in den Sprachen Deutsch, Englisch, Französisch und Spanisch statt.

§ 5 Gliederung des Studiums

(1) Studierende verbringen mindestens ein akademisches Jahr an jeder der drei teilnehmenden Universitäten. Das erste Jahr verbringen sie an ihrer Heimatuniversität, bevor sie dann entsprechend ihrer Sprachkenntnisse zwischen den beiden anderen Universitäten die Orte ihres zweiten und dritten Studienjahres wählen können. Im siebten Semester absolvieren die Studierenden ein achtwöchiges, projektbasiertes Praktikum außerhalb des Landes ihrer Heimatuniversität. Im achten Semester haben sie die freie Wahl, ob sie ihre Bachelorarbeit in einem der Partnerländer schreiben oder an ihre Heimathochschule zurückkehren. Mit Ausnahme des Praktikums werden alle Module des vierten Studienjahres von allen Partnern gemeinsam organisiert und angeboten.

(2) Der Studiengang gliedert sich in die folgenden Module:

Modulcode und Modultitel	**Veranstaltungsformen (Anzahl, Art und SWS)**	**Modulanforderungen Prüfungsleistung**	**Prüfungssprache(n)**	**LP**	**Pflichtmodul falls Heimatuniversität …**
EUF 1: Spracherwerb I	2 Ü: je 4 SWS 1 Ü: 2 SWS	Schriftliche und mündliche Sprachstandüberprüfungen	Englisch, Französisch, Spanisch	10	EUF
EUF 2: Europaideen und europäische Geistesgeschichte	1 V: 2 SWS 1 S: 2 SWS	Hausarbeit (12-15 Seiten)	Deutsch	7	EUF
EUF 3: Sprachreflexionen, Sprachbewusstsein und Sprachdiskussion	1 S: 2 SWS	Referat und Hausarbeit (12-15 Seiten)	Deutsch, Englisch, Französisch	5	EUF
EUF 4: Europa: Sprachen, Kultur, Literatur, Medien	1 S: 2 SWS	Klausur (90 Minuten)	Deutsch	5	EUF
EUF 5: Wissenschaftliches Arbeiten	1 S: 2 SWS	Klausur (90 Minuten)	Deutsch, Englisch, Französisch, Spanisch	3	EUF
EUF 6: Spracherwerb II	2 Ü: je 4 SWS 1 Ü: 2 SWS	Schriftliche und mündliche Sprachstandüberprüfungen	Englisch, Französisch, Spanisch	10	EUF
EUF 7: Europanarrative	1 V: 2 SWS 1 S: 2 SWS	Hausarbeit (12-15 Seiten) oder Portfolio (12-15 Seiten)	Deutsch	7	EUF
EUF 8: Sprachphilosophie und linguistische Anthropologie	1 S: 2 SWS	Hausarbeit (12-15 Seiten)	Deutsch, Englisch, Französisch, Spanisch	5	EUF
EUF 9: Narratologie/ Erzähltraditionen	1 S: 2 SWS	Hausarbeit (12-15 Seiten)	Deutsch	5	EUF
EUF 10: Ästhetische Analysen	1 S: 2 SWS	Portfolio	Deutsch	3	EUF
UNISTRA 1: Langue et linguistique – Allemand / Espagnol I	10 SWS	Prüfungsleistungen werden jährlich durch UNISTRA festgelegt und kommuniziert	Deutsch, Spanisch, Englisch	12	UNISTRA
UNISTRA 2: Culture et civilisation européennes I	6 SWS	Prüfungsleistungen werden jährlich durch UNISTRA festgelegt und kommuniziert	Deutsch, Französisch, Spanisch	8	UNISTRA

UNISTRA 3: Littératures, arts, médias européens I	6 SWS	Prüfungsleistungen werden jährlich durch UNISTRA festgelegt und kommuniziert	Deutsch, Französisch	10	UNISTRA
UNISTRA 4: Langue et linguistique – Allemand / Espagnol II	9,5 SWS	Prüfungsleistungen werden jährlich durch UNISTRA festgelegt und kommuniziert	Deutsch, Englisch, Französisch, Spanisch	12	UNISTRA
UNISTRA 5: Culture et civilisation européennes II	5 SWS	Prüfungsleistungen werden jährlich durch UNISTRA festgelegt und kommuniziert	Deutsch, Spanisch	8	UNISTRA
UNISTRA 6: Littératures, arts, médias européens II	6 SWS	Prüfungsleistungen werden jährlich durch UNISTRA festgelegt und kommuniziert	Deutsch, Französisch, Spanisch	10	UNISTRA
UMA 1: Lengua alemana para la mediación intercultural I	3 SWS	Schriftliche und mündliche Sprachstandüberprüfungen	Deutsch	6	UMA
UMA 2: Lengua Francesa para la mediación intercultural I	3 SWS	Schriftliche und mündliche Sprachstandüberprüfungen	Französisch	6	UMA
UMA 3: Historia de Europa	3 SWS	Hausarbeit (15-20 Seiten)	Spanisch	6	EUF, UNISTRA, UMA
UMA 4: Lingüística Aplicada a la Traducción y la Interpretación	3 SWS	Referat und Hausarbeit (12-15 Seiten)	Spanisch	6	UMA
UMA 5: Lingüística general	3 SWS	Klausur und Portfolio	Spanisch	6	UMA
UMA 6: Lengua alemana para la mediación intercultural II	3 SWS	Schriftliche und mündliche Sprachstandüberprüfungen	Deutsch	6	UMA
UMA 7: Lengua Francesa para la mediación intercultural II	3 SWS	Schriftliche und mündliche Sprachstandüberprüfungen	Französisch	6	UMA
UMA 8: Literatura europea	3 SWS	Gruppenarbeit mit Ergebnispräsentation und Klausur	Spanisch	6	EUF, UNISTRA, UMA
UMA 9: Sistemas e instituciones internacionales	3 SWS	Klausur und Portfolio	Spanisch	6	EUF, UNISTRA, UMA

UMA 10: Lengua, traducción y cultura	3 SWS	Referat und Hausarbeit (12-15 Seiten)	Spanisch	6	UMA
EUF 11: Spracherwerb III	2 Ü: je 4 SWS 1 Ü: 2 SWS	Schriftliche und mündliche Sprachstandüberprüfungen	Deutsch, Englisch und Französisch oder Spanisch	10	UNISTRA, UMA
EUF 12: Materialität und Geschichte der europäischen Kommunikation	1 V: 2 SWS 1 S: 2 SWS	Klausur (90 Minuten)	Deutsch	7	UNISTRA, UMA
EUF 13: Oralität und Literalität	1 S: 2 SWS	Referat und Hausarbeit (12-15 Seiten)	Deutsch, Englisch, Französisch, Spanisch	5	UNISTRA, UMA
EUF 14: Intermedialität und Intertextualität	1 S: 2 SWS	Referat und Hausarbeit (12-15 Seiten)	Deutsch, Englisch, Französisch, Spanisch	5	UNISTRA, UMA
EUF 15: Intermediale Artefakte	1 Projekt: 2 SWS	Gruppenarbeit mit Ergebnispräsentation	Deutsch	3	UNISTRA, UMA
EUF 16: Spracherwerb IV	2 Ü: je 4 SWS 1 Ü: 2 SWS	Schriftliche und mündliche Sprachstandüberprüfungen	Deutsch, Englisch und Französisch oder Spanisch	10	UNISTRA, UMA
EUF 17: Europäische Kultur- und Theorietransferprozesse	2 S: je 2 SWS	Hausarbeit (12-15 Seiten) oder Portfolio (12-15 Seiten)	Deutsch	7	UNISTRA, UMA
EUF 18: Translation/Übersetzung in Theorie und Praxis	1 S: 2 SWS	Referat und Hausarbeit (12-15 Seiten)	Deutsch, Englisch, Französisch, Spanisch	5	UNISTRA, UMA
EUF 19: Kontakt und Konflikt – Kulturelle Mediationen	1 S: 2 SWS	Mündliche Prüfung (20 Minuten)	Deutsch	5	UNISTRA, UMA
EUF 20: Transferprozesse	1 Projekt: 2 SWS	Gruppenarbeit mit Ergebnispräsentation	Deutsch	3	UNISTRA, UMA
UNSTRA 7: Langue et linguistique – Français I	5,5 SWS	Prüfungsleistungen werden jährlich durch UNISTRA festgelegt und kommuniziert	Deutsch, Französisch, Spanisch	8	EUF, UMA
UNSTRA 8: Culture et civilisation européennes III	7 SWS	Prüfungsleistungen werden jährlich durch UNISTRA festgelegt	Deutsch, Französisch, Spanisch	11	EUF, UMA

		und kommuniziert			
UNSTRA 9: Littératures, arts, médias européens III	7 SWS	Prüfungsleistungen werden jährlich durch UNISTRA festgelegt und kommuniziert	Deutsch, Französisch	11	EUF, UMA
UNSTRA 10: Langue et linguistique – Français II	5,5 SWS	Prüfungsleistungen werden jährlich durch UNISTRA festgelegt und kommuniziert	Deutsch, Französisch, Spanisch	9	EUF, UMA
UNSTRA 11: Culture et civilisation européennes IV	6 SWS	Prüfungsleistungen werden jährlich durch UNISTRA festgelegt und kommuniziert	Deutsch, Französisch, Spanisch	10	EUF, UMA
UNSTRA 12: Littératures, arts, médias européens IV	6 SWS	Prüfungsleistungen werden jährlich durch UNISTRA festgelegt und kommuniziert	Deutsch, Französisch, Spanisch	11	EUF, UMA
UMA 11: Lengua Española I	3 SWS	Schriftliche und mündliche Sprachstandüberprüfungen	Spanisch	6	EUF, UNISTRA
UMA 12: El Latín y la Cultura	3 SWS	Referat und Hausarbeit (12-15 Seiten)	Spanisch	6	EUF, UNISTRA
UMA 13: Raíces clásicas de Europa e Historia del Arte I	3 SWS	Klausur und Essays	Spanisch	6	EUF, UNISTRA
UMA 14: Historia, Geografía e Historia del Arte I	3 SWS	Klausur und Essays	Spanisch	6	EUF, UNISTRA
UMA 15: Lengua Española II	3 SWS	Schriftliche und mündliche Sprachstandüberprüfungen	Spanisch	6	EUF, UNISTRA
UMA 16: Raíces clásicas de Europa e Historia del Arte II	3 SWS	Klausur und Essays	Spanisch	6	EUF, UNISTRA
UMA 17: Historia, Geografía e Historia del Arte II	3 SWS	Klausur und Essays	Spanisch	6	EUF, UNISTRA
JM 1: Conception and Organisation of a Scientific Conference	1 Projekt: 2 SWS (ganzjährig)	Konzeptpapier und schriftliche Dokumentation (2 Seiten)	Deutsch, Englisch, Französisch, Spanisch	18	EUF, UNISTRA, UMA

JM 2: Project-based Internship	320 Stunden	Projektbericht	Deutsch, Englisch, Französisch, Spanisch	18	EUF, UNISTRA, UMA
JM 3a: Thesis Colloquium and Thesis Defence	1 K: 2 SWS	Prüfungskolloquium (45 Minuten)	Deutsch, Englisch, Französisch, Spanisch	12	EUF, UNISTRA, UMA
JM 3b: Bachelor Thesis		Bachelor Thesis	Deutsch, Englisch, Französisch, Spanisch	12	EUF, UNISTRA, UMA

§ 6 Lehrveranstaltungsarten

Neben den in § 12 RaPO vorgesehenen Lehrveranstaltungsformen werden im Studiengang folgende Lehrveranstaltungsformen angeboten:

1. Projekt: Kernelement ist die angeleitete oder freie Entwicklung, thematisch und methodische Ausgestaltung und Durchführung eines Projekts zum Erwerb praktischer und kreativer Kommunikationskompetenzen.

2. Kolloquium: Kernelement ist der argumentative Austausch von Theorien und Konzepten, analytischen Ansätzen und Forschungsmethoden. Ziel ist auch im Hinblick auf die Bachelorarbeit die Steigerung des Problembewusstseins und der Reflexionsfähigkeit sowie die Erweiterung und Vertiefung der Fähigkeit zur selbstkritischen Teilnahme am wissenschaftlichen Diskurs.

3. Praktikum: Das achtwöchige, projektbasierte Praktikum bei einem privaten oder öffentlichen Arbeitgeber, einer Institution oder Organisation, bringt die Studierenden mit der ihren Studienschwerpunkt betreffenden Arbeitswelt in Kontakt.

Abschnitt 2 Modulprüfungen und Bachelorprüfung

§ 7 Prüfungsformen und ihre spezifischen Regularien

Neben den in § 15 RaPO vorgesehenen Prüfungsformen werden im Studiengang folgende Prüfungsformen angeboten:

1. Portfolio: In der Regel die Zusammenstellung beziehungsweise Präsentation mehrerer selbst verfasster schriftlicher und medialer Beiträge zu einer Sammelmappe, die den Lernfortschritt dokumentiert. Das Portfolio kann auch mündliche Beiträge umfassen, zum Beispiel eine Präsentation. In diesem Fall ist dies in geeigneter Form, etwa über ein Handout, zu dokumentieren. Das Portfolio ist in der Regel als Einzelprüfung zu erbringen. Darüber hinaus gelten die Regeln für schriftliche Prüfungsleistungen gemäß § 15 Buchstabe c RaPO und für mündliche Prüfungsleistungen gemäß § 15 Buchstabe b RaPO.

2. Praktikumsbericht: Der Praktikumsbericht soll die Durchführung eines Projektes dokumentieren, die Erfahrungen in der Praxis und Berufswelt widerspiegeln und Bezüge zum Studiengang und zu möglichen beruflichen Optionen herstellen.

§ 8 Gegenseitige Anerkennung von Prüfungsleistungen

In Ergänzung zu § 4 RaPO 2020 erkennt die Europa-Universität Flensburg im Rahmen des vorliegenden Studiengangs an der Université de Strasbourg und der Universidad de Málaga erbrachte Prüfungsleistungen automatisch an, sofern die jeweilige Hochschule den vollständigen Abschluss eines in § 5 gelisteten Moduls bestätigt.

§ 9 Prüfungsausschüsse

(1) Für Module, die ausschließlich an der der Europa-Universität Flensburg studiert werden, wird ein Prüfungsausschuss entsprechend § 7 RaPO 2020 gebildet.

(2) Für Module, die an mehreren Universitäten nach § 1 Absatz 2 studiert werden, wird zusätzlich ein Gemeinsamer Prüfungsausschuss gebildet. Abweichend von § 7 Absatz 1 und 2 RaPO besteht der Gemeinsame Prüfungsausschuss aus einem Mitglied aus der Gruppe der Hochschullehrerinnen und Hochschullehrer je Partneruniversität, einem Mitglied des wissenschaftlichen Dienstes je Partneruniversität sowie einer oder einem Studierenden je Partneruniversität. Die Mitglieder des Gemeinsamen Prüfungsausschusses

aus der Gruppe der Hochschullehrerinnen und Hochschullehrer und des wissenschaftlichen Dienstes werden vom Programme Committee ernannt. Ihre Amtszeit beträgt zwei Jahre. Die Mitglieder des Gemeinsamen Prüfungsausschusses aus der Gruppe der Studierenden werden von den Studierenden des jeweiligen Standorts gewählt. Ihre Amtszeit beträgt ein Jahr. Der Vorsitz wird von einem Mitglied aus der Gruppe der Hochschullehrerinnen und Hochschullehrer geführt.

(3) Er arbeitet auf der Rechtsgrundlage der jeweils anwendbaren nationalen Studien- und Prüfungsordnungen sowie länderspezifischen hochschulrechtlichen Gesetzgebungen. Bei konträren oder widersprüchlichen Regelungen entscheidet das Programme Committee, welche Regelung Anwendung findet.

(4) Der Gemeinsame Prüfungsausschuss fasst Beschlüsse mit einfacher Mehrheit, bei Stimmengleichheit entscheidet die Stimme der oder des Vorsitzenden. Er ist beschlussfähig, wenn die Hälfte der Mitglieder und der oder die Vorsitzende anwesend ist. Er kann beschließen, Sitzungen per Videokonferenz abzuhalten, tritt mindestens jährlich zusammen und unterrichtet und berät sich insbesondere im Vorfeld der Diplomverleihung gegenseitig.

(5) Die Mitglieder des Gemeinsamen Prüfungsausschusses unterliegen der Amtsverschwiegenheitspflicht. Soweit sie nicht im öffentlichen Dienst stehen, werden sie von der oder dem Vorsitzenden zur Verschwiegenheit verpflichtet.

(6) Der Gemeinsame Prüfungsausschuss bedient sich zur Erfüllung seiner Aufgaben der Serviceeinheiten der drei Institutionen für Prüfungsangelegenheiten.

§ 10 Prüferinnen und Prüfer

Ergänzend zu den Regelungen nach § 6 RaPO sind bei Prüfungsleistungen, die im Rahmen der studiengangsbezogenen Kooperation mit der Université de Strasbourg und der Universidad de Málaga erbracht werden, Lehrende der Université de Strasbourg und der Universidad de Málaga prüfungsberechtigt.

§ 11 Bewertung von Prüfungsleistungen, Bildung von Noten

(1) Ergänzend zu § 17 RaPO wird für die Umrechnung der Benotungen von an den drei Partneruniversitäten abgelegten Prüfungsleistungen die folgende Tabelle verwendet:

EUF		**UNISTRA**		**UAM**		**Erasmus-Grade**
Sehr gut	1,0	Très bien	16,00-20,00	sobre-saliente (S.T.)	10,0	A
	1,3	bien	14,00-15,99		9,5	
gut	1,7	assez bien	13,50 – 13,99		9,0	B
	2,0		13,00-13,49	notable (N.T.)	8,5	
	2,3		12,51-12,99		8,0	
befriedigend	2,7		12,00-12,50		7,5	C
	3,0	passable	11,51-11,99		7,0	
	3,3		11,01-11,5	aprobado	6,5	D
ausreichend	3,7		10,51-11		6,0	
	4,0		10-10,50		5,0-5,5	E
ungenügend	< 4,0	ajourné	< 10	no aprobado	< 5,0	FX/F

(2) Die Gesamtnote des Bachelor of Arts Transcultural European Studies: Languages, Cultures, Interactions (TES)/Transkulturelle Europa-Studien: Sprachen, Kulturen, Interaktionen (TES)/Études transculturelles européennes : langues, cultures, interactions (ETE)/Estudios transculturales europeos: lenguas, culturas, interacciones (ETE) errechnet sich aus dem mit Leistungspunkten gewichteten arithmetischen Mittel der Modulnoten und der Bachelor Thesis. Leistungspunkte von lediglich mit „bestanden“ gewerteten Modulen bleiben hierbei unberücksichtigt. Bei der Bildung der Gesamtnote wird nur die erste Dezimalstelle nach dem Komma berücksichtigt, alle weiteren Stellen werden gestrichen. § 17 Absatz 3 RaPO gilt entsprechend.

§ 12 Prüfungssprachen

Prüfungen können in den Sprachen Deutsch, Englisch, Französisch oder Spanisch abgelegt werden. Näheres regelt § 5 Absatz 2 dieser Ordnung.

§ 13 Bachelor Thesis

(1) Mit der Bachelor Thesis weisen Studierende nach, dass sie in der Lage sind, innerhalb der vorgegebenen Frist ein Problem aus dem Fachgebiet des Studiengangs mit den dafür notwendigen Methoden zu bearbeiten. Mit dem erfolgreichen Abschluss der Bachelor Thesis werden zwölf Leistungspunkte erworben.

(2) Die Bachelor Thesis soll in der Regel bis zum Ende des achten Semesters abgeschlossen sein. Die Bearbeitungszeit beträgt vier Monate.

(3) Spätestens zwölf Wochen nach Abgabe der Bachelor Thesis findet ein fünfundvierzigminütiges Prüfungskolloquium (Thesis Defence) statt, in dem die Kandidatin oder der Kandidat seine Bachelor Thesis vorstellt und zusammen mit beiden Gutachterinnen oder Gutachtern diskutiert.

(4) Die Note der Bachelor Thesis ergibt sich aus dem arithmetischen Mittel der Noten aus beiden Gutachten und geht mit einem Gewicht von 80 % in die Gesamtnote der Abschlussprüfung ein. Auf das Prüfungskolloquium entfällt ein Gewicht von 20 %. Über das Prüfungskolloquium wird ein Prüfungsprotokoll angefertigt. Am Ende des Kolloquiums wird der Kandidatin oder dem Kandidaten die Gesamtbewertung der Bachelor Thesis mitgeteilt.

§ 14 Umfang und Bestehen der Bachelorprüfung

(1) Die Bachelorprüfung besteht aus den erforderlichen Modulprüfungen sowie der Bachelor Thesis und dem Prüfungskolloquium. Insgesamt müssen 240 LP erworben werden, wobei jeweils mindestens 60 LP an jeder der drei Partneruniversitäten erworben worden sein muss.

(2) Die Bachelorprüfung ist bestanden, wenn alle in Absatz 1 genannten Prüfungen bestanden und die erforderlichen Leistungspunkte erworben wurden.

§ 15 Abschlussdokumente

(1) Abweichend von § 28 Satz 2 RaPO wird die Bachelorurkunde von den Präsidentinnen beziehungsweise Präsidenten oder Rektorinnen beziehungsweise Rektoren der beteiligten Partnerhochschulen unterzeichnet.

(2) Ergänzend zu § 28 Satz 4 RaPO werden das Zeugnis und die Bachelorurkunde in deutscher, englischer, französischer und spanischer Sprache ausgestellt.

Abschnitt 3 Schlussbestimmungen

§ 16 Inkrafttreten

Diese Satzung tritt am Tage nach ihrer Bekanntmachung in Kraft.

Flensburg, den 1. Februar 2022

Prof. Dr. Werner Reinhart

Präsident der Europa-Universität Flensburg

Hinweis: Vor Bekanntmachung im Nachrichtenblatt (NBl. HS MBWK Schl.-H.) besitzt die Satzung Entwurfscharakter

Satzung über den Nachweis von Fremdsprachenkenntnissen oder von einer praktischen Tätigkeit der Europa-Universität Flensburg (Studienqualifikationssatzung 2022)

Vom XX. XXX XXXX

Bekanntmachung im NBl. HS MBWK. Schl.-H. XXXX, S. XXX
Tag der Bekanntmachung auf der Internetseite der EUF: XX. XXX XXXX

Aufgrund § 39 Absatz 7 des Hochschulgesetzes (HSG) in der Fassung der Bekanntmachung vom 5. Februar 2016 (GVOBl. Schl.-H. S. 39), zuletzt geändert durch Gesetz vom 1. September 2020 (GVOBl. Schl.-H. S. 508), wird nach Beschlussfassung durch den Senat der Europa-Universität Flensburg vom XX. XXX 20XX die folgende Satzung erlassen. Die Genehmigung des Präsidiums der Europa-Universität Flensburg ist am XX. XXX 20XX erfolgt.

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§ 2 Studienqualifikationen
§ 3 Nachweispflicht, Rechtsfolgen, Zuständigkeiten
§ 4 Inkrafttreten

§ 1 Anwendungsbereich

Neben der Hochschulzugangsberechtigung im Sinne des Hochschulgesetzes und den Zugangsvoraussetzungen zum Masterstudium nach den einzelnen Prüfungsordnungen für Masterstudiengänge sind die in § 2 aufgeführten praktischen Tätigkeiten und Fremdsprachenkenntnisse nachzuweisen. Die für ein Studium erforderlichen deutschen Sprachkenntnisse von Bewerberinnen und Bewerber mit ausländischen Bildungsnachweisen sind in § 4 Absatz 2 Ziffer 2 der Einschreibordnung geregelt.

§ 2 Studienqualifikationen

In den einzelnen Studiengängen beziehungsweise Teilstudiengängen werden folgende Qualifikationen gefordert:

B.A. Bildungswissenschaften, Teilstudiengang Dänisch	Der Teilstudiengang Dänisch im Rahmen des Bachelorstudiengangs Bildungswissenschaften setzt den Nachweis über Dänischkenntnisse mindestens auf dem Niveau B1 des „Common European Framework of Reference for Languages“ voraus. Alternativ sind als Nachweis das Abitur an einer dänischen Schule, das Abitur an einer dänischsprachigen Schule in Deutschland oder das Abitur eines deutschen Gymnasiums oder einer vergleichbaren Schule mit Abschluss des Faches Dänisch in der Oberstufe anerkannt.
B.A. Bildungswissenschaften, Teilstudiengang Englisch	Der Teilstudiengang Englisch im Rahmen des Bachelorstudiengangs Bildungswissenschaften setzt den Nachweis über angemessene Sprachkenntnisse des Englischen voraus. Folgende Nachweise werden gleichberechtigt anerkannt: 1. ein Notendurchschnitt von 11 Punkten im Fach Englisch in der Qualifikationsphase der Oberstufe, wobei Englisch ununterbrochen bis zum Abitur weitergeführt worden sein muss, (Hinweis: Die jeweils erreichten Punkte der letzten vier Halbjahre in der Oberstufe müssen den Mittelwert von 11 Punkten ergeben), 2. ein zum Hochschulzugang berechtigender Schulabschluss einer englischsprachigen Schule, 3. das Erreichen von festgelegten Mindestpunktzahlen bzw. Mindestnoten in einem der folgenden anerkannten Sprachtests: a) CAE (C 1 Advanced/Certificate in Advanced English): Grade B b) CPE (C 2 Proficiency/Certificate of Proficiency in English): Grade C c) IELTS Academic (International English Language Testing System): 6,5 (Total Score) d) TOEFL iBT (Test of English as a Foreign Language): 90 Punkte (internet-based). Das zum Nachweis der Sprachkenntnisse vorgelegte Zertifikat darf nicht älter als zwei Jahre sein, gerechnet ab Beginn des Semesters, zu dem die Einschreibung beantragt wird. Diese Frist gilt nicht für den Notendurchschnitt von 11 Punkten im Fach Englisch in der Oberstufe. Wenn ein nicht aufgeführtes Zertifikat auf Anfrage durch das Fach anerkannt wurde, ist die schriftliche Bestätigung über die Anerkennung der Bewerbung beizufügen.
B.A. Bildungswissenschaften, Teilstudiengang Französisch	Der Teilstudiengang Französisch im Rahmen des Bachelorstudiengangs Bildungswissenschaften setzt den Nachweis über angemessene Französischkenntnisse voraus. Folgende Nachweise werden gleichberechtigt anerkannt: 1. Nachweis von Französischkenntnissen auf dem Niveau B1 des „Common European Framework of Reference for Languages“ (z.B. durch einen Einstufungstest, DELF-/DALF-Zertifikate) 2. Nachweis von Französischkenntnissen auf dem Niveau A2 des „Common European Framework of Reference for Languages“ (z.B. durch einen Einstufungstest, DELF-/DALF-Zertifikate) plus verbindlicher, kostenfreier Intensivkurs am Romanischen Seminar der Europa-Universität Flensburg vor Studienbeginn 3. Abitur beziehungsweise zu einem Hochschulstudium berechtigender Schulabschluss an einer Schule im französischsprachigen Raum, 4. Abitur an einer französischsprachigen Schule in Deutschland, 5. Abitur eines deutschen Gymnasiums mit Abschluss des Faches Französisch als Leistungskurs/Profilkurs, 6. Abitur eines deutschen Gymnasiums mit Belegung des Faches Französisch für mindestens drei Jahre plus verbindlicher, kostenfreier Intensivkurs am Romanischen Seminar der Europa-Universität Flensburg vor Studienbeginn.
B.A. Bildungswissenschaften, Teilstudiengang Spanisch	Der Teilstudiengang Spanisch im Rahmen des Bachelorstudiengangs Bildungswissenschaften setzt den Nachweis über angemessene Spanischkenntnisse voraus. Folgende Nachweise werden gleichberechtigt anerkannt:

	1. Nachweis von Spanischkenntnissen auf dem Niveau B1 des „Common European Framework of Reference for Languages“ (z.B. durch einen Einstufungstest, DELE-Zertifikat), 2. Nachweis von Spanischkenntnissen auf dem Niveau A2 des „Common European Framework of Reference for Languages“ (z.B. durch einen Einstufungstest, DELE-Zertifikat) plus verbindlicher, kostenfreier Intensivkurs am Romanischen Seminar der Europa-Universität Flensburg vor Studienbeginn, 3. Abitur bzw. zu einem Hochschulstudium berechtigender Schulabschluss an einer Schule im spanischsprachigen Raum, 4. Abitur an einer spanischsprachigen Schule in Deutschland, 5. Abitur eines deutschen Gymnasiums mit Abschluss des Faches Spanisch als Leistungskurs/Profilkurs, 6. Abitur eines deutschen Gymnasiums mit Belegung des Faches Spanisch für mindestens drei Jahre plus verbindlicher, kostenfreier Intensivkurs am Romanischen Seminar der Europa-Universität Flensburg vor Studienbeginn.
B.A. European Cultures and Society	Die Zulassung für den Studiengang European Cultures and Society mit dem Abschluss Bachelor of Arts setzt den Nachweis über angemessene Sprachkenntnisse des Englischen voraus. Das zum Nachweis der Sprachkenntnisse vorgelegte Zertifikat darf nicht älter als maximal zwei Jahre sein, gerechnet ab Beginn des Semesters, zu dem die Einschreibung beantragt wird. Folgende Nachweise werden gleichberechtigt anerkannt: 1. ein Notendurchschnitt von mindestens 10 Punkten im Fach Englisch in der gymnasialen Oberstufe, wobei Englisch ununterbrochen bis zum Abitur weitergeführt worden sein muss (Durchschnittswert der letzten vier Halbjahre), 2. ein zum Hochschulzugang berechtigender Schulabschluss einer englischsprachigen Schule, 3. das Erreichen von festgelegten Mindestpunktzahlen bzw. Mindestnoten in anerkannten Sprachtests: a) FCE (First Certificate in English): Grade B b) CAE (Certificate in Advanced English): Grade C (bestanden) c) CPE (Certificate of Proficiency in English): Grade C (bestanden) d) IELTS (International English Language Testing System): Band Score 6,5 e) TOEFL (Test of English as a Foreign Language): aa) Internet-Based Testing: mindestens 90 Punkte (von max. 120) bb) Paper-Based Testing: mindestens 577 Punkte (von max. 677) cc) Computer-Based Testing: mindestens 233 Punkte (von max. 300).
B.A. International Management – BWL	Die Zulassung für den Studiengang International Management – BWL mit dem Abschluss Bachelor of Arts setzt den Nachweis über angemessene Sprachkenntnisse des Englischen voraus. Das zum Nachweis der Sprachkenntnisse vorgelegte Zertifikat darf nicht älter als maximal zwei Jahre sein, gerechnet ab Beginn des Semesters, zu dem die Einschreibung beantragt wird. Folgende Nachweise werden gleichberechtigt anerkannt: 1. ein Notendurchschnitt von mindestens 10 Punkten im Fach Englisch in der gymnasialen Oberstufe, wobei Englisch ununterbrochen bis zum Abitur weitergeführt worden sein muss (Durchschnittswert der letzten vier Halbjahre), 2. ein zum Hochschulzugang berechtigender Schulabschluss einer englischsprachigen Schule, 3. folgende Nachweise des Niveaus B2: a) FCE (First Certificate in English): Mindestnote Grade B, Mindestpunktzahl 173 Punkte b) CAE (Certificate in Advanced English): Grade C (bestanden)

	c) CPE (Certificate of Proficiency in English): Grade C (bestanden) d) IELTS (International English Language Testing System): Band Score 6,5 e) TOEFL (Test of English as a Foreign Language): aa) Internet-Based Testing: Mindestpunktzahl 90 Punkte bb) Paper-Based Testing: mindestens 577 Punkte (von max. 677) cc) Computer-Based Testing: mindestens 233 Punkte (von max. 300) Sprachschwerpunkt Dänisch Vorausgesetzt werden Kenntnisse der dänischen Sprache auf dem Level B1 des Gemeinsamen Europäischen Referenzrahmens, die bis zum Vorlesungsbeginn nachzuweisen sind. Hierbei gelten folgende Regelungen: 1. Bewerberinnen und Bewerber ohne sprachliche Vorkenntnisse müssen an einem vorgelagerten, ggfls. kostenpflichtigen Sprachintensivkurs teilnehmen, der mit einem Test endet. Der Test kann einmal wiederholt werden. 2. Bewerberinnen und Bewerber, die Vorkenntnisse aus mindestens vier Jahren Dänischunterricht an einem deutschen Gymnasium, in einer Handelslehranstalt oder gleichartigen Institutionen nachweisen, müssen am Test gemäß Nr. 1.) teilnehmen. Die Wiederholung des Tests ist ebenfalls einmal möglich. 3. Von Bewerberinnen und Bewerbern, die das Abitur an dänischen Minderheitsgymnasien (z.B. Duborg-Skolen, A. P. Möller-Skolen) abgelegt haben, sind keine weiteren Nachweise erforderlich. 4. Die Studienleitung der Syddansk Universitet prüft insbesondere das Sprachniveau der Bewerberinnen und Bewerber nach Nummer 2.). Reichen die sprachlichen Fähigkeiten nicht aus, kann zusätzlich die Teilnahme am Sprachintensivkurs verpflichtend auferlegt werden. 5. Alle Zulassungen zum Studium erfolgen unter der Auflage, dass das erforderliche Sprachniveau bis zum Vorlesungsbeginn nachgewiesen wird. Wird der Nachweis nicht erbracht oder wird der Sprachtest auch in der Wiederholungsprüfung nicht bestanden, ist die Zulassung zu widerrufen. Die bereits erfolgte Immatrikulation ist rückgängig zu machen. 6. Bewerberinnen und Bewerber für höhere Fachsemester müssen ausreichende Sprachkenntnisse bereits mit der Bewerbung nachweisen. Ein Sprachintensivkurs gemäß a. wird ausschließlich für Studierende im ersten Fachsemester angeboten. Sprachschwerpunkt Spanisch Vorausgesetzt werden Kenntnisse der spanischen Sprache auf dem Level A2 des Gemeinsamen Europäischen Referenzrahmens, die spätestens bis zum Ende des ersten Fachsemesters nachzuweisen sind. Hierbei gelten folgende Regelungen: 1. Anerkannt werden folgende Nachweise des Niveaus A2 oder darüber: a) Diplomas de Español como Lengua Extranjera (DELE) b) The European Language Certificate (TELC) Spanisch c) Certificado de Español Lengua y Uso (CELU) d) UNICert® Zertifikat Spanisch- Schriftliche Abiturprüfung in Spanisch mit mindestens 8 Punkten. 2. Über die Anerkennungsfähigkeit der erbrachten Nachweise entscheidet der Zulassungsausschuss zu Vorlesungsbeginn

	3. Studierende, die keinen der unter Nummer 1. aufgeführten Sprachnachweise zum Vorlesungsbeginn erbringen, können vor Beginn des ersten Semesters an einem Sprachkurs der Europa-Universität Flensburg teilnehmen, der mit einem Test endet. Alternativ wird auch die bestandene Modulprüfung „Spanisch 1“ als gültiger Sprachnachweis anerkannt. 4. Sprachnachweise, die während des ersten Fachsemesters an einer anderen Institution erworben werden und den Anforderungen gemäß Nummer 1. entsprechen, werden anerkannt. 5. Studierende, die den Sprachnachweis nicht bis zum Ende des ersten Fachsemesters erbringen, sind mit Ablauf des ersten Fachsemesters zu exmatrikulieren. Der Prüfungsanspruch bei Hochschulwechsel bleibt bestehen. 6. Bewerberinnen und Bewerber für höhere Fachsemester müssen ausreichende Sprachkenntnisse bereits mit der Bewerbung nachweisen.
B.A. Sozialwissenschaften: Social and Political Change	Der Studiengang B.A. Sozialwissenschaften: Social and Political Change setzt den Nachweis über ausreichende Kenntnisse der englischen und der deutschen Sprache voraus, wobei hier abweichend von § 4 Absatz 2 der Einschreibordnung der Nachweis erfolgen muss, dass eine der beiden Sprachen auf Niveau C1 beherrscht wird, die andere auf Niveau B2. Englisch Der Nachweis über ausreichende Kenntnisse der englischen Sprache wird über einen englischsprachigen Schulabschluss, ein englischsprachiges Studium oder ein Englisch-Sprachzertifikat geführt. Das zum Nachweis der Englisch-Sprachkenntnisse vorgelegte Zertifikat darf nicht älter als maximal zwei Jahre sein, gerechnet vom Datum der Prüfung bis zum Beginn des Semesters, zu dem die Einschreibung beantragt wird. Folgende Nachweise von Kenntnissen der englischen Sprache werden gleichberechtigt anerkannt: 1. C1: a) TELC Level C1, b) TOEFL iBT – Internet-Based Testing: mindestens 94 Punkte, c) IELTS Academic (International English Language Testing System): Band Score mindestens 7.0 sowie d) Cambridge English: aa) Advanced (CAE): min. Grade C; min. score on Cambridge English Scale: 180 und bb) Proficiency (CPE): min. score on Cambridge English Scale: 180. 2. B2: a) ein Notendurchschnitt von mindestens 10 Punkten im Fach Englisch in der gymnasialen Oberstufe, wobei Englisch ununterbrochen bis zum Abitur weitergeführt worden sein muss (Durchschnittswert der letzten vier Halbjahre), b) TELC Level B2, c) TOEFL iBT – Internet-Based Testing: mindestens 70 Punkte, d) IELTS Academic (International English Language Testing System): Band Score 6,5 sowie e) Cambridge English: FCE (First Certificate in English): Grade B. Über die Anerkennung davon abweichender Nachweise als Äquivalente entscheidet der Zulassungsausschuss. Deutsch Abweichend von § 4 Absatz 2 der Einschreibordnung gilt bezüglich der vorausgesetzten Deutschkenntnisse: Der Nachweis über ausreichende Kenntnisse der deutschen Sprache wird über einen deutschsprachigen Schulabschluss, ein deutschsprachiges Studium oder ein

	Deutsch-Sprachzertifikat geführt. Das zum Nachweis der Deutsch-Sprachkenntnisse vorgelegte Zertifikat darf nicht älter als maximal zwei Jahre sein, gerechnet vom Datum der Prüfung bis zum Beginn des Semesters, zu dem die Einschreibung beantragt wird. Folgende Zertifikate oder Mindestergebnisse in anerkannten Sprachtests werden als Nachweise von Kenntnissen der deutschen Sprache gleichberechtigt anerkannt: 1. C1: a) TestDaF TND Stufe 4 (mit der Niveaustufe 4 in allen Teilprüfungen), b) Goethe-Zertifikat C1, c) DSH 2 (≥67%): Level C1, d) DSD II: Level C1, e) TELC „telc Deutsch C1 Hochschule“, f) Deutsches Sprachdiplom der KMK – Zweite Stufe, g) Zeugnis der Prüfung zur Feststellung der Eignung (Feststellungsprüfung), h) das Große und das Kleine Deutsche Sprachdiplom sowie das Zeugnis der Zentralen Oberstufenprüfung (ZOP) des Goethe-Instituts sowie i) die "Deutsche Sprachprüfung II" des Sprachen- und Dolmetscher-Instituts München. 2. B2: a) TestDaF TND Stufe 4, b) Goethe-Zertifikat B2, c) DSH 1 (≥57%): Level B2, d) DSD 2: Level B2 sowie e) TELC B2. Über die Anerkennung davon abweichender Nachweise als Äquivalente entscheidet der Zulassungsausschuss.
B.A. Transnationale Europa-Studien	Der Studiengang B.A. Transnationale Europa-Studien setzt den Nachweis über ausreichende Kenntnisse der deutschen, französischen und spanischen Sprache voraus, wobei hier abweichend von § 4 Absatz 2 der Einschreibordnung der Nachweis erfolgen muss, dass eine der drei Sprachen auf Niveau C1 beherrscht wird, die zweite auf Niveau B1 und die dritte auf Niveau A1. DEUTSCH Abweichend von § 4 Absatz 2 der Einschreibordnung gilt bezüglich der vorausgesetzten Deutschkenntnisse: Der Nachweis über ausreichende Kenntnisse der deutschen Sprache wird über einen deutschsprachigen Schulabschluss, ein deutschsprachiges Studium oder ein Deutsch-Sprachzertifikat geführt. Das zum Nachweis der Deutsch-Sprachkenntnisse vorgelegte Zertifikat darf nicht älter als maximal zwei Jahre sein, gerechnet vom Datum der Prüfung bis zum Beginn des Semesters, zu dem die Einschreibung beantragt wird. Folgende Zertifikate oder Mindestergebnisse in anerkannten Sprachtests werden als Nachweise von Kenntnissen der deutschen Sprache gleichberechtigt anerkannt: 1. C1 a) TestDaF TND Stufe 4 (mit der Niveaustufe 4 in allen Teilprüfungen) b) Goethe-Zertifikat C1 c) DSH 2 (≥67%): Level C1

	d) DSD II: Level C1 e) TELC „telc Deutsch C1 Hochschule“ f) Deutsches Sprachdiplom der KMK – Zweite Stufe g) Zeugnis der Prüfung zur Feststellung der Eignung (Feststellungsprüfung) h) das Große und das Kleine Deutsche Sprachdiplom sowie das Zeugnis der Zentralen Oberstufenprüfung (ZOP) des Goethe-Instituts i) die "Deutsche Sprachprüfung II" des Sprachen- und Dolmetscher-Instituts München 2. B1 a) TestDaF TND Stufe 3 b) Goethe-Zertifikat B1 c) DSH 1 (≥57%): Level B1 d) DSD 2: Level B1 e) TELC B1 f) Deutsches Sprachdiplom der KMK – Erste Stufe 3. A1 a) Goethe-Institut Start Deutsch 1 b) Deutsches Sprachdiplom der KMK – Erste Stufe Über die Anerkennung davon abweichender Nachweise als Äquivalente entscheidet der Zulassungsausschuss. FRANZÖSISCH Der Nachweis über ausreichende Kenntnisse der französischen Sprache wird über einen französischsprachigen Schulabschluss, ein französischsprachiges Studium oder ein Französisch-Sprachzertifikat geführt. Das zum Nachweis der Französisch-Sprachkenntnisse vorgelegte Zertifikat darf nicht älter als maximal zwei Jahre sein, gerechnet vom Datum der Prüfung bis zum Beginn des Semesters, zu dem die Einschreibung beantragt wird. Folgende Zertifikate oder Mindestergebnisse in anerkannten Sprachtests werden als Nachweise von Kenntnissen der französischen Sprache gleichberechtigt anerkannt: 1. C1 a) DALF C1 b) UNIcert Stufe I c) ALTE Niveau 4 d) Nachweis über mindestens 5 Lernjahre bis zum Abschluss, der zum Hochschulzugang berechtigt; Abschluss- oder Durchschnittsnote der letzten 2 Lernjahre im Leistungskurs entsprechen mindestens der deutschen Note 2 (gut) bzw. mindestens 11 Punkten, im Grundkurs mindestens der Note 1 (sehr gut) bzw. mindestens 13 Punkten 2. B1 a) DELF B1 b) UNIcert Stufe II c) ALTE Niveau 2

	d) Nachweis über mindestens 4 Lernjahre; Abschluss- oder Durchschnittsnote der letzten 2 Lernjahre entsprechen mindestens der deutschen Note 4 (ausreichend) bzw. mindestens 5 Punkten e) Nachweis über mindestens 3 Lernjahre, wenn die Fremdsprache bis zum Abschluss, der zum Hochschulzugang berechtigt, geführt wurde; Abschluss- oder Durchschnittsnote der letzten 2 Lernjahre entsprechen mindestens der deutschen Note 4 (ausreichend) bzw. mindestens 5 Punkten 3. A1 a) DELF A1 b) UNIcert Stufe III c) ALTE Niveau 1 d) Nachweis über mindestens 3 Lernjahre; Abschluss- oder Durchschnittsnote der letzten 2 Lernjahre entsprechen mindestens der deutschen Note 4 (ausreichend) bzw. mindestens 5 Punkten Über die Anerkennung davon abweichender Nachweise als Äquivalente entscheidet der Zulassungsausschuss. SPANISCH Der Nachweis über ausreichende Kenntnisse der spanischen Sprache wird über einen spanischsprachigen Schulabschluss, ein spanischsprachiges Studium oder ein Spanisch-Sprachzertifikat geführt. Das zum Nachweis der Spanisch-Sprachkenntnisse vorgelegte Zertifikat darf nicht älter als maximal zwei Jahre sein, gerechnet vom Datum der Prüfung bis zum Beginn des Semesters, zu dem die Einschreibung beantragt wird. Folgende Zertifikate oder Mindestergebnisse in anerkannten Sprachtests werden als Nachweise von Kenntnissen der spanischen Sprache gleichberechtigt anerkannt: 1. C1 a) DELE C1 b) UNIcert Stufe III c) ALTE Niveau 4 d) Nachweis über mindestens 5 Lernjahre bis zum Abschluss, der zum Hochschulzugang berechtigt; Abschluss- oder Durchschnittsnote der letzten 2 Lernjahre im Leistungskurs entsprechen mindestens der deutschen Note 2 (gut) bzw. mindestens 11 Punkten, im Grundkurs mindestens der Note 1 (sehr gut) bzw. mindestens 13 Punkten 2. B1 a) DELE B1 b) UNIcert Stufe II c) ALTE Niveau 2 d) Nachweis über mindestens 4 Lernjahre; Abschluss- oder Durchschnittsnote der letzten 2 Lernjahre entsprechen mindestens der deutschen Note 4 (ausreichend) bzw. mindestens 5 Punkten e) Nachweis über mindestens 3 Lernjahre, wenn die Fremdsprache bis zum Abschluss, der zum Hochschulzugang berechtigt, geführt wurde; Abschluss- oder Durchschnittsnote der letzten 2 Lernjahre entsprechen mindestens der deutschen Note 4 (ausreichend) bzw. mindestens 5 Punkten 3. A1

	a) DELE A1 b) UNIcert Stufe I c) ALTE Niveau 1 d) Nachweis über mindestens 3 Lernjahre; Abschluss- oder Durchschnittsnote der letzten 2 Lernjahre entsprechen mindestens der deutschen Note 4 (ausreichend) bzw. mindestens 5 Punkten Über die Anerkennung davon abweichender Nachweise als Äquivalente entscheidet der Zulassungsausschuss.
M.A. European Studies	Der Studiengang M.A. European Studies setzt Kenntnisse der englischen Sprache auf dem Level C1 des Gemeinsamen Europäischen Referenzrahmens voraus. Das zum Nachweis der Sprachkenntnisse vorgelegte Zertifikat darf nicht älter als maximal zwei Jahre sein, gerechnet ab Beginn des Semesters, zu dem die Einschreibung beantragt wird. Folgende Nachweise werden gleichberechtigt anerkannt: 1. ein zum Hochschulzugang berechtigender Schulabschluss einer englischsprachigen Schule, 2. der Abschluss eines grundständigen Studiengangs im Umfang von mindestens 180 LP, in dem die Lehr-und Prüfungssprache Englisch ist, 3. folgende Nachweise des Niveaus C1: a) TOEFL iBT –Internet-Based Testing: min. score 94 points (institutional code 8512, department code 80 “Other Social Sciences”) b) IELTS Academic: min. band score: 7.0 c) Cambridge English: aa) Advanced (CAE): min. Grade C; min. score on Cambridge English Scale: 180 bb) Proficiency (CPE): min. score on Cambridge English Scale: 180 d) TOEIC (proof of four skills): aa) Speaking: min. 180 points bb) Writing: min. 180 points cc) Listening: min. 490 points dd) Reading: min. 455 points
M.A. International Management Studies – BWL	Die Zulassung für den Studiengang International Management Studies – BWL mit dem Abschluss Master of Arts setzt den Nachweis über angemessene Sprachkenntnisse des Englischen voraus. Das zum Nachweis der Englisch-Sprachkenntnisse vorgelegte Zertifikat darf nicht älter als maximal zwei Jahre sein, gerechnet vom Datum der Prüfung bis zum Beginn des Semesters, zu dem die Einschreibung beantragt wird. Folgende Zertifikate oder Mindestergebnisse in anerkannten Sprachtests werden als Nachweise von Kenntnissen der englischen Sprache gleichberechtigt anerkannt: 1. Cambridge English: a) FCE (First Certificate in English): Mindestpunktzahl 173 Punkte b) CAE (Certificate in Advanced English): Mindestpunktzahl 173 Punkte c) CPE (Certificate of Proficiency in English): Mindestpunktzahl 173 Punkte 2. IELTS (International English Language Testing System): Band Score 6,5 3. TOEFL (Test of English as a Foreign Language) Internet-Based Testing: Mindestpunktzahl 90 Punkte

	Über die Anerkennung davon abweichender Nachweise als Äquivalente entscheidet der Zulassungsausschuss. Absolventinnen und Absolventen nicht deutschsprachiger Bachelorabschlüsse benötigen zudem einen Nachweis ausreichender deutscher Sprachkenntnisse gemäß § 4 Abs. 2 Nr. 2 der Einschreibordnung.
M.A. Kita-Master – Leitung frühkindlicher Bildungseinrichtungen	Zum Weiterbildungsstudium kann zugelassen werden, 1. wer über ein abgeschlossenes bildungswissenschaftliches Hochschulstudium (Erststudium) mit mindestens 180 Leistungspunkten (LP) verfügt und eine mindestens zweijährige pädagogische Berufserfahrung im Bereich frühkindliche Bildung nachweisen kann oder 2. wer eine berufliche Ausbildung als staatlich anerkannte Erzieherin oder Erzieher, oder als staatlich anerkannte Heilpädagogin oder Heilpädagoge mit qualifiziertem Ergebnis, gemessen an einer Abschlussnote von mindestens 2,5, und eine fünfjährige pädagogische Berufserfahrung im Bereich frühkindliche Bildung nachweisen kann oder 3. wer eine Meisterprüfung oder vergleichbare Prüfung absolviert hat und mindestens eine dreijährige pädagogische Berufserfahrung im Bereich frühkindliche Bildung nachweisen kann. Es gelten die Zugangs- und Zulassungsvoraussetzungen gemäß Prüfungs- und Studienordnung.
M.A. Kultur – Sprache – Medien	Der Studiengang M.A. Kultur – Sprache – Medien setzt den Nachweis über ausreichende Kenntnisse der englischen und der deutschen Sprache voraus, wobei hier abweichend von § 4 Absatz 2 der Einschreibordnung der Nachweis erfolgen muss, dass eine der beiden Sprachen auf Niveau C1 beherrscht wird, die andere auf B2 Niveau. ENGLISCH Der Nachweis über ausreichende Kenntnisse der englischen Sprache wird über einen englischsprachigen Schulabschluss, ein englischsprachiges Studium oder ein Englisch-Sprachzertifikat geführt. Das zum Nachweis der Englisch-Sprachkenntnisse vorgelegte Zertifikat darf nicht älter als maximal zwei Jahre sein, gerechnet vom Datum der Prüfung bis zum Beginn des Semesters, zu dem die Einschreibung beantragt wird. Folgende Zertifikate oder Mindestergebnisse in anerkannten Sprachtests werden als Nachweise von Kenntnissen der englischen Sprache gleichberechtigt anerkannt: 1. C1 a) TELC Level C1 b) TOEFL iBT – Internet-Based Testing: mindestens 94 Punkte c) TOEFL ITP: mindestens 627 Punkte d) IELTS Academic (International English Language Testing System): Band Score mindestens 7.0 e) Cambridge English: aa) Advanced (CAE): min. Grade C; min. score on Cambridge English Scale: 180 bb) Proficiency (CPE): min. score on Cambridge English Scale: 180 2. B2 a) TELC Level B2 b) TOEFL iBT – Internet-Based Testing: mindestens 70 Punkte c) TOEFL ITP: mindestens 543 Punkte d) IELTS Academic (International English Language Testing System): Band Score 6, 5

	e) Cambridge English: FCE (First Certificate in English): Grade B Über die Anerkennung davon abweichender Nachweise als Äquivalente entscheidet der Zulassungsausschuss. DEUTSCH Abweichend von § 4 Absatz 2 der Einschreibordnung gilt bezüglich der vorausgesetzten Deutschkenntnisse: Der Nachweis über ausreichende Kenntnisse der deutschen Sprache wird über einen deutschsprachigen Schulabschluss, ein deutschsprachiges Studium oder ein Deutsch-Sprachzertifikat geführt. Das zum Nachweis der Deutsch-Sprachkenntnisse vorgelegte Zertifikat darf nicht älter als maximal zwei Jahre sein, gerechnet vom Datum der Prüfung bis zum Beginn des Semesters, zu dem die Einschreibung beantragt wird. Folgende Zertifikate oder Mindestergebnisse in anerkannten Sprachtests werden als Nachweise von Kenntnissen der deutschen Sprache gleichberechtigt anerkannt: 1. C1 a) TestDaF TND Stufe 4 (mit der Niveaustufe 4 in allen Teilprüfungen) b) Goethe-Zertifikat C1 c) DSH 2 (≥67%): Level C1 d) DSD II: Level C1 e) TELC "telc Deutsch C1 Hochschule". f) Deutsches Sprachdiplom der KMK – Zweite Stufe g) Zeugnis der Prüfung zur Feststellung der Eignung (Feststellungsprüfung) h) das Große und das Kleine Deutsche Sprachdiplom sowie das Zeugnis der Zentralen Oberstufenprüfung (ZOP) des Goethe-Instituts i) die "Deutsche Sprachprüfung II" des Sprachen- und Dolmetscher-Instituts München 2. B2 a) TestDaF TND Stufe 4 b) Goethe-Zertifikat B2 c) DSH 1 (≥57%): Level B2 d) DSD 2: Level B2 e) TELC B2 Über die Anerkennung davon abweichender Nachweise als Äquivalente entscheidet der Zulassungsausschuss.
M.A. Transformationsstudien	Die Zulassung für den Studiengang Transformationsstudien mit dem Abschluss Master of Arts setzt den Nachweis über angemessene Sprachkenntnisse des Deutschen und des Englischen voraus. Das zum Nachweis der Englisch-Sprachkenntnisse vorgelegte Zertifikat darf nicht älter als maximal zwei Jahre sein, gerechnet vom Datum der Prüfung bis zum Beginn des Semesters, zu dem die Einschreibung beantragt wird. Folgende Zertifikate oder Mindestergebnisse in anerkannten Sprachtests werden als Nachweise von Kenntnissen der englischen Sprache gleichberechtigt anerkannt: 1. Cambridge English: a) First (FCE): Mindestnote Grade B, Mindestpunktzahl 173 Punkte b) Advanced (CAE): Mindestpunktzahl 173 Punkte c) Proficiency (CPE): Mindestpunktzahl 173 Punkte

	2. IELTS (International English Language Testing System): Band Score 6,5 3. TOEFL (Test of English as a Foreign Language) aa) iBt – Internet-Based Testing: Mindestpunktzahl 90 Punkte bb) ITP – Institutional Testing Programme: Mindestpunktzahl 600 Punkte Über die Anerkennung davon abweichender Nachweise als Äquivalente entscheidet der Zulassungsausschuss.
M.Ed. Dualer Masterstudiengang Lehramt Sonderpädagogik	Voraussetzung für die Aufnahme in das Masterstudium ist neben den Zugangs- und Zulassungsvoraussetzungen gemäß Prüfungs- und Studienordnung eine einschlägige pädagogische Berufspraxis von mindestens einem Jahr Vollzeitumfang, die nach dem Bachelorabschluss und innerhalb der letzten drei Jahre vor der Bewerbung für den Dualen Masterstudiengang Lehramt Sonderpädagogik ausgeübt wurde. Der Vollzeitumfang kann aus entsprechend längeren Phasen der Teilzeitberufstätigkeit bestehen. Als einschlägig gelten Früh-, Vorschul-, Schul- und Erwachsenenpädagogik, zum Beispiel berufsvorbereitende oder berufsbegleitende Maßnahmen für Jugendliche und junge Erwachsene; Heilpädagogik und Sozialpädagogik. In diesen Berufsfeldern sind jeweils erkennbar sonderpädagogische Bezüge nachzuweisen, das heißt Beratung, Prävention, Diagnostik, Unterricht und Förderung beziehungsweise Tätigkeiten in der schulischen und außerschulischen Inklusion. Abweichend von § 4 Absatz 2 Ziffer 2 der Einschreibordnung benötigen Absolventinnen oder Absolventen nicht deutschsprachiger Bachelorabschlüsse nach Absatz 1 Ziffer 2 für den Zugang zu diesem Studiengang zudem einen Nachweis ausreichender Deutscher Sprachkenntnisse auf dem Sprachniveau C2 des Europäischen Referenzrahmens. Anerkannt werden 1. die „Deutsche Sprachprüfung für den Hochschulzugang“ (DSH) mit dem Gesamtergebnis DSH-3, wenn alle Teilprüfungen mit dem Ergebnis der Stufe 3 absolviert wurden, 2. das Goethe-Zertifikat C2 (GDS/Großes Deutsches Sprachdiplom) oder 3. das Zeugnis über die bestandene Prüfung „telc Deutsch C2“. Es gelten die Zugangs- und Zulassungsvoraussetzungen gemäß Prüfungs- und Studienordnung.
M.E.d Dualer Masterstudiengang Master of Vocational Education/Lehramt an beruflichen Schulen (gewerblich-technische Wissenschaften)	Voraussetzung für die Aufnahme in das Masterstudium ist neben den Zugangs- und Zulassungsvoraussetzungen gemäß Prüfungs- und Studienordnung der Nachweis eines mindestens einjährigen Berufs- bzw. Betriebspraktikums in der gewählten beruflichen Fachrichtung oder eine abgeschlossene einschlägige Berufsausbildung.
M.Ed. Lehramt an Grundschulen, an Gemeinschaftsschulen, an Gymnasien und an Sekundarschulen (Sek I und Sek II), Lehramt Sonderpädagogik sowie Lehramt an berufs-bildenden Schulen mit der beruflichen Fachrichtung Er-	Der Teilstudiengang Dänisch im Rahmen des M.Ed.-Lehramtsstudiums setzt den Nachweis über umfassende dänische Sprachkompetenz voraus, wie er durch einen abgeschlossenen Bachelorstudiengang Dänisch beziehungsweise einen abgeschlossenen Bachelorteilstudiengang Dänisch beziehungsweise ein als äquivalent anerkanntes Studium geführt wird.

nährungs- und Hauswirtschafts-wissenschaft; Teilstudiengang: Dänisch	
M.Ed. Lehramt an Grundschulen, an Gemeinschaftsschulen, an Gymnasien und an Sekundarschulen (Sek I und Sek II), Lehramt Sonderpädagogik sowie Lehramt an berufs-bildenden Schulen mit der beruflichen Fachrichtung Ernährungs- und Hauswirtschafts-wissenschaft; Teilstudiengang: Englisch	Der Teilstudiengang Englisch im Rahmen des M.Ed.-Lehramtsstudiums setzt den Nachweis über umfassende englische Sprachkompetenz voraus, wie er durch einen abgeschlossenen B.A.-Studiengang Englisch/Anglistik oder einen abgeschlossenen B.A.-Teilstudiengang Englisch/Anglistik oder ein als äquivalent anerkanntes Studium geführt wird.
M.Ed. Lehramt an Gemeinschaftsschulen, an Gymnasien, an Sekundarschulen (Sek I und Sek II), Lehramt Sonderpädagogik sowie Lehramt an berufsbildenden Schulen mit der beruflichen Fachrichtung Ernährungs- und Hauswirtschaftswissenschaft; Teilstudiengang: Französisch	Der Teilstudiengang Französisch im Rahmen des M.Ed.-Lehramtsstudiums setzt den Nachweis über umfassende französische Sprachkompetenz voraus, wie er durch einen abgeschlossenen B.A.-Studiengang Französisch/Romanische Philologie (Schwerpunkt Französisch), einen abgeschlossenen B.A.-Teilstudiengang Französisch /Romanische Philologie (Schwerpunkt Französisch) bzw. ein als äquivalent anerkanntes Studium geführt wird.
M.Ed. Lehramt an Gemeinschaftsschulen, an Gymnasien, an Sekundarschulen (Sek I und Sek II), Lehramt Sonderpädagogik sowie Lehramt an berufsbildenden Schulen mit der beruflichen Fachrichtung Ernährungs- und Hauswirtschaftswissenschaft; Teilstudiengang: Spanisch	Der Teilstudiengang Spanisch im Rahmen des M.Ed.-Lehramtsstudiums setzt den Nachweis über umfassende spanische Sprachkompetenz voraus, wie er durch einen ab-geschlossenen B.A.-Studiengang Spanisch/Romanische Philologie (Schwerpunkt Spanisch), einen abgeschlossenen B.A.-Teilstudiengang Spanisch/Romanische Philologie (Schwerpunkt Spanisch) bzw. ein als äquivalent anerkanntes Studium geführt wird.
M.Ed. Vocational Education – Lehramt an beruflichen Schulen; Fachrichtungen: Elektrotechnik, Metalltechnik, Fahrzeugtechnik und Informationstechnik	Der Studiengang Master of Vocational Education/Lehramt an beruflichen Schulen (gewerblich-technische Wissenschaften) setzt den Nachweis eines mindestens einjährigen Berufs- bzw. Betriebspraktikums in der gewählten beruflichen Fachrichtung oder eine abgeschlossene einschlägige Berufsausbildung voraus. Der Nachweis muss bis zur Anmeldung zur Masterarbeit erbracht sein.

M.Ed. Vocational Education – Lehramt an beruflichen Schulen; Teilstudiengang: Englisch	Der Teilstudiengang Englisch im Rahmen des M.Ed.-Studiengangs Master of Vocational Education/ Lehramt an beruflichen Schulen (gewerblich-technische Wissenschaften) setzt den Nachweis über gute englische Sprachkompetenz voraus. Der Nachweis wird geführt durch einen mindestens 6 Monate umfassenden Auslandsaufenthalt in einem englischsprachigen Land oder durch einen Notendurchschnitt von mindestens 11 Punkten im Fach Englisch in der gymnasialen Oberstufe. In allen anderen Fällen ist das erfolgreiche Absolvieren eines Prüfungsgesprächs mit zwei Fachvertreterinnen oder Fachvertretern Voraussetzung für die Zulassung.
M.Ed. Master of Vocational Education für das Lehramt an berufsbildenden Schulen mit der beruflichen Fachrichtung Ernährungs- und Hauswirtschaftswissenschaft	Voraussetzung für den Zugang zum Studiengang Master of Vocational Education für das Lehramt an berufsbildenden Schulen mit der beruflichen Fachrichtung Ernährungs- und Hauswirtschaftswissenschaft mit dem Abschluss Master of Education ist neben den Zugangs- und Zulassungsvoraussetzungen gemäß Prüfungs- und Studienordnung der Nachweis einer mindestens einjährigen Berufstätigkeit im Berufsfeld Ernährung und Hauswirtschaft beziehungsweise eines mindestens einjährigen Betriebspraktikums im Berufsfeld Ernährung und Hauswirtschaft oder einer abgeschlossenen Berufsausbildung. Der Nachweis hierüber erfolgt spätestens zur Anmeldung der Master Thesis.
M.Eng. Energie und Umweltmanagement / Energy and Environmental Management	Der Studiengang M.Eng. Energie- und Umweltmanagement / Energy and Environmental Management setzt den Nachweis eines Auslandssemesters im nicht deutschsprachigen Ausland sowie den Nachweis über gute englische Sprachkenntnisse voraus. Zu den berufspraktischen und sprachlichen Zugangsvoraussetzungen für den Masterstudiengang Energie- und Umweltmanagement zählen neben den Zugangs- und Zulassungsvoraussetzungen gemäß Prüfungs- und Studienordnung 1.. ein weit überdurchschnittlicher Abschluss eines mindestens vierjährigen Bachelorstudiengangs in einem Entwicklungs- oder Schwellenland zum Wirtschaftsingenieur und eine mindestens zweijährige anschließende einschlägige Berufspraxis oder 2. ein weit überdurchschnittlicher Abschluss eines mindestens vierjährigen Bachelorstudiengangs in einem Entwicklungs- oder Schwellenland zum Ingenieur und eine mindestens zweijährige anschließende einschlägige Berufspraxis und der Nachweis des erfolgreichen Abschlusses der ökonomischen Brückenkurse für den Studiengang und 3. der Nachweis guter bis sehr guter Englischkenntnisse (z.B. nachgewiesen durch Leistungen im Rahmen der allgemeinen Hochschulreife oder durch anerkannte internationale Tests wie dem amerikanischen TOEFL Test), Es gelten die Zugangs- und Zulassungsvoraussetzungen gemäß Prüfungs- und Studienordnung.

§ 3 Nachweispflicht, Rechtsfolgen, Zuständigkeiten

(1) Die in § 2 genannten Nachweise sind der Zulassungsstelle zusammen mit den übrigen Bewerbungsunterlagen bis zum Bewerbungsschluss vorzulegen, soweit nicht hiervon abweichend in § 2 hinsichtlich der dort aufgeführten Studiengänge ausdrücklich geregelt ist, dass die jeweils bestimmten Nachweise im Laufe des Studiums erbracht werden können. Sind die geforderten Kenntnisse zum Bewerbungsschluss nachzuweisen und wird der Nachweis nicht fristgerecht geführt, sind die Teilnahme am Auswahlverfahren und die Zulassung ausgeschlossen. Für die fristgerechte Vorlage der Nachweise sind ausschließlich die Studienbewerberinnen und Studienbewerber verantwortlich.

(2) Nachweise, die keinen deutlichen Aufschluss über die geforderten Kenntnisse beinhalten, müssen den Zulassungsausschüssen oder den Instituten zur Anerkennung vorgelegt werden. Das Anerkennungsschreiben ist dem Nachweis beizufügen und der Zulassungsstelle bis zum Bewerbungsschluss vorzulegen.

(3) In den Fällen, in denen Nachweise im Laufe des Studiums erbracht werden können, sind für die Überwachung der Einhaltung der Nachweispflicht die Zulassungsausschüsse oder die Institute der Studiengänge und Teilstudiengänge zuständig.

§ 4 Inkrafttreten

Diese Satzung tritt am Tag nach der Bekanntmachung in Kraft. Gleichzeitig tritt die Satzung über den Nachweis von Fremdsprachenkenntnissen oder von einer praktischen Tätigkeit (Studienqualifikationssatzung) der Europa-Universität Flensburg vom 28. Mai 2013 (NBl. MBW Schl.-H. 2013, 55), zuletzt geändert durch Satzung vom 8. Januar 2020 (NBl. HS MBWK Schl.-H. 2020, S. 5), außer Kraft.

Flensburg, den XX. XXX XXXX

Prof. Dr. Werner Reinhart

Präsident der Europa-Universität Flensburg

Règlement des études et de la scolarité en Licence et en Master pour l'année universitaire 2021-2022

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1. Préambule

Les composantes soumettent à la CFVU chaque année, à une date déterminée, leurs modalités d'évaluation des étudiants y compris pour les enseignements mutualisés.
Lorsque sont proposées des dérogations aux règles générales inscrites dans le présent document, elles doivent être motivées. Les composantes transmettent à la Direction des études et de la scolarité leurs modalités d'évaluation des étudiants, l'extrait de la délibération de leur conseil, le résultat du vote et la liste d'émargement des conseillers. Ces documents font foi des présences et des débats. Ces modalités d'évaluation feront l'objet d'une instruction par la DES et les vice-présidences Formation et Transformation numérique et innovations pédagogiques et seront, le cas échéant, examinées par la commission de suivi des MECC avant leur présentation à la CFVU.
Dans le respect des règles particulières qui s'imposent au diplôme, les modalités du contrôle des connaissances et des compétences doivent comporter l'indication du nombre des épreuves, de leur nature, de leur durée, de leur coefficient, et le caractère de l'épreuve (évaluation continue, terminale, avec convocation, sans convocation).

2. Règles relatives à la Licence

Des dispositions générales sont applicables au cursus de Licence. Elles sont prévues au point 2.1 ci-après.
En outre, pour l'année universitaire 2021-2022, les composantes, en accord avec les Vice-présidences Formation et Transformation numérique et innovations pédagogiques, adoptent l'un des deux systèmes suivants pour l'évaluation des étudiants en Licence :

- soit, dans les conditions figurant au point 2.2 ci-après, des modalités d'évaluation continue intégrale.
- soit, dans les conditions figurant au point 2.3 ci-après, des modalités de contrôle terminal qui peuvent être combinées avec un contrôle continu ;

2.1. Dispositions générales applicables au cursus de Licence

2.1.1. Inscription administrative

Elle consiste à inscrire un étudiant dans l'une des formations proposées par l'université. Ce processus annuel et obligatoire implique la collecte des données administratives nécessaires concernant l'étudiant, le paiement des droits, la détermination du statut de l'étudiant et de sa situation par rapport à sa couverture sociale. Nul ne peut être autorisé à accéder aux activités d'enseignement et aux examens s'il n'est pas régulièrement inscrit.
L'inscription administrative s'effectue conformément au calendrier adopté annuellement par le CA après avis de la CFVU.
Hors dispositif spécifique validé par la CFVU, tout étudiant peut acquérir les unités d'enseignement constitutives de son cursus, de manière progressive, année après année, dans la limite de six inscriptions annuelles dans la même mention, dont trois dans la 1e année de licence.

Au-delà, toute inscription supplémentaire est soumise à l'autorisation du responsable du parcours ou du directeur des études (ou appellation équivalente) après consultation de la commission pédagogique ou du jury de diplôme, selon une procédure adoptée par le Conseil de composante.
Les inscriptions supplémentaires procédant de l'étalement des études par contrat pédagogique sont exclues de ce décompte.

2.1.2. Inscription pédagogique

L'inscription pédagogique consiste pour un étudiant à s'inscrire aux différents enseignements de la formation en fonction de la maquette, de ses souhaits et de ses acquis.
Elle s'effectue conformément au calendrier adopté annuellement par le CA après avis de la CFVU.
Elle est obligatoire. En dehors de la situation de césure, l'étudiant non inscrit pédagogiquement est considéré comme non assidu, et n'est pas autorisé à se présenter aux épreuves d'évaluation.

2.1.3. Assiduité

Un contrôle de l'assiduité est instauré. L'assiduité est notamment obligatoire dans le cadre des travaux dirigés et des travaux pratiques.
Les modalités annuelles d'évaluation des composantes définissent :

- les autres enseignements éventuellement concernés,
- les conditions de mise en œuvre du contrôle : les modalités de justification d'une absence et le seuil de déclenchement des conséquences pédagogiques du défaut d'assiduité constaté.
- les conséquences pédagogiques d'un défaut d'assiduité, ces conséquences ne devront s'appliquer qu'à l'UE concernée.

Par défaut, ces conséquences ne s'appliquent qu'à partir de la 3ème absence non justifiée. Pour garantir qu'elles soient à la fois proportionnées et respectueuses des spécificités disciplinaires, elles seront instruites par la DES et la vice-présidence puis soumises à la commission de suivi des MECC de la CFVU avant leur présentation en séance.
Ce contrôle s'ajoute aux règles prévues aux points 2.2.4 et 2.3.2 du présent texte.

Les étudiants relevant d'un profil spécifique[1] attesté peuvent être dispensés d'assiduité. Ils doivent en faire la demande auprès de leur service de scolarité avant la fin du premier mois des enseignements ou dans les quinze jours suivants leur accès à ce profil spécifique.

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[1] Conformément à l'article 3 de l'Arrêté du 30 juillet 2019 définissant le cadre national de scolarité et d'assiduité des étudiants inscrits dans une formation relevant du ministère chargé de l'enseignement supérieur, les situations suivantes sont de nature à constituer un profil spécifique
« - étudiants autorisés à effectuer une période de césure ;
- étudiants exerçant des responsabilités au sein du bureau d'une association ;
- étudiants accomplissant une activité militaire dans la réserve opérationnelle prévue au livre II de la quatrième partie du code de la défense ;
- étudiants réalisant une mission dans le cadre du service civique mentionné à l'article L. 120-1 du code du service national ou un volontariat militaire prévu à l'article L. 121-1 du même code ;
- étudiants exerçant une activité professionnelle ;
- étudiants élus dans les conseils des établissements et des centres régionaux des œuvres universitaires et scolaires ;
- étudiants chargés de famille ou considérés comme aidants familiaux ;
- étudiants engagés dans plusieurs cursus ;
- étudiants en situation de handicap ;
- étudiants ayant des besoins éducatifs particuliers ;
- étudiants en situation de longue maladie ;
- grossesse ;
- étudiants bénéficiant du statut d'artiste ou de sportif de haut niveau. »
Par ailleurs peut également justifier un aménagement des obligations d'assiduité, toute autre situation particulière retenue par le directeur de la composante après avis de l'équipe pédagogique

Pour accompagner et soutenir la réussite de l'étudiant, notamment lors de l'octroi d'un statut spécifique, le responsable de formation met en place avec l'étudiant un contrat pédagogique.
Cet accord, signé par les deux parties, adapte de façon détaillée, justifiée et proportionnée, le déroulement du cursus de l'étudiant, en tenant compte de sa situation et des nécessités du bon déroulement de la formation.
Il y est recouru notamment
- pour aménager le rythme de suivi de la formation, les exigences d'assiduité aux activités pédagogiques, les exigences de présence aux évaluations, exceptionnellement les caractéristiques des évaluations,
- pour reconnaitre et/ou consolider les compétences à acquérir pour l'obtention du diplôme ou en supplément du diplôme, par l'octroi de crédits ECTS.

Ce contrat peut être pluriannuel. Ses prévisions sont réexaminées, et éventuellement adaptées, en fonction de l'évolution de la situation de l'étudiant et de la formation.

2.1.4 Modalités de progression par semestre

La licence est organisée en année, semestres, et UE, dont certaines constituent des blocs de compétences.
En dehors de tout aménagement spécifique par contrat pédagogique, la progression de l'étudiant se fait conformément à la maquette de la formation suivie à concurrence de 30 crédits ECTS pour chaque semestre. Pour accéder à l'année supérieure, l'étudiant doit avoir validé les deux semestres de l'année en cours. Toutefois, un étudiant n'ayant pas validé son année, mais ayant acquis au moins 24 crédits ECTS sur 30 pour chacun des deux semestres est autorisé à s'inscrire en année supérieure. L'acquisition des éléments en dette dans l'année non validée est prioritaire.

Par dérogation aux principes énoncés ci-dessus, l'étudiant n'ayant pas validé son année et ayant acquis moins de 24 crédits ECTS par semestre peut être autorisé à suivre par anticipation des éléments pédagogiques de l'année supérieure. Il reste exclusivement inscrit dans l'année non validée, et les éléments pédagogiques suivis dans l'année supérieure sont inscrits dans le contrat pédagogique. Dans ce cas, la somme totale en ECTS des UE suivies ne pourra pas, par défaut, excéder 30 ECTS par semestre. Le responsable pédagogique informe le service de la scolarité des contrats établis. Lors de son inscription pédagogique, l'étudiant présente obligatoirement le contrat pédagogique signé.
Un étudiant ne peut en aucun cas être inscrit en troisième année de licence s'il n'a pas validé la première année de licence.

Dans le cadre d'une maquette organisée en blocs de compétences, et exclusivement dans ce cadre, une UE peut être assortie de prérequis pour permettre une progression cohérente de l'étudiant dans le cursus. Un prérequis est un jalon incontournable dans l'acquisition progressive d'une compétence ou d'un bloc de compétences constitutifs du cœur de la formation, et que l'étudiant doit avoir validé pour pouvoir être inscrit pédagogiquement à l'UE concernée.

2.1.5 Apprentissage

La formation peut prévoir des périodes obligatoires de mise en situation en milieu professionnel, lors notamment de stages ou de période d'alternance.
Dans le cas particulier d'une formation en apprentissage, afin d'obtenir le diplôme visé, l'apprenti justifie d'une période minimale de 4 à 6 mois cumulés, soit 616 à 924 heures cumulées, de mise en situation en milieu professionnel par année de formation.
Lorsque cette période en milieu professionnel est interrompue pour un motif indépendant de la volonté de l'apprenti ou en accord avec l'établissement, le responsable de formation propose à l'apprenti une modalité alternative de validation de sa formation (stage, mission tuteurée, travail de substitution).

2.1.6. Études accomplies à l'étranger

Les études accomplies à l'étranger, selon un contrat pédagogique mis en œuvre dans le cadre d'échanges internationaux conventionnés, sont intégrées au cursus de l'étudiant, au même titre que les études accomplies à l'Université de Strasbourg.
Les modalités d'évaluation de l'étudiant en mobilité sont précisées dans son contrat pédagogique, et les notes sont validées par un jury de semestre et/ou d'année de l'Université de Strasbourg.

2.1.7. Validation d'acquis

Les commissions pédagogiques (régies par les articles D613-38 et suivants du Code de l'éducation) sont chargées de la validation des acquis. Les validations d'acquis prononcées par les commissions pédagogiques se traduisent par des dispenses de diplôme, de semestre(s), d'une ou plusieurs UE ou élément(s) constitutif(s) d'UE.
L'étudiant bénéficiant d'une validation d'acquis ne peut plus se présenter aux examens correspondants.
Les semestres, les UE ou les éléments constitutifs d'une UE ayant fait l'objet d'une dispense d'études n'entrent pas dans le calcul du résultat du diplôme, du semestre ou de l'UE.

2.1.8. Jurys

Il est créé des jurys de semestre. Le jury de semestre est souverain pour prononcer la validation ou la non-validation d'un semestre. Il est créé des jurys d'année qui se prononcent sur la validation par compensation de deux semestres immédiatement consécutifs, tels que définis au point 2.1.8 ci-après. Dans le cas du régime dit « contrôle terminal », ces jurys se réunissent à l'issue de chacune des deux sessions d'examen.
Il est créé des jurys de diplôme. Le jury de diplôme prononce la délivrance du diplôme.

2.1.9. Compensation

Les établissements ont la responsabilité de définir leurs règles de compensation. Par défaut, les règles de compensation en vigueur, précisées ci-dessous, s'appliquent à toutes les formations qui n'incluent pas de blocs de compétences.

> Au niveau de l'UE : les notes qui, affectées de leurs coefficients respectifs, entrent dans le calcul de la note d'une UE se compensent entre elles, sans note seuil. Les coefficients des UE sont proportionnels à leur valeur en ECTS. En Licence générale, les coefficients des UE peuvent varier dans un rapport de 1 à 5 ; en licence professionnelle, les coefficients des UE peuvent varier dans un rapport de 1 à 3. L'UE est validée dès lors qu'un étudiant y obtient une moyenne générale égale ou supérieure à 10/20.
> Au niveau du semestre : les notes des UE d'un même semestre se compensent entre elles, sans note seuil. Le semestre est validé si la moyenne des UE le composant, affectées de leurs coefficients respectifs, est égale ou supérieure à 10/20.
> En cas de dispense, l'UE n'est pas prise en compte dans le calcul du semestre.
> Au niveau des deux semestres d'une même année d'études : la compensation opère entre les moyennes obtenues aux deux semestres immédiatement consécutifs d'une même année d'études, c'est-à-dire entre les semestres 1 et 2, ou entre les semestres 3 et 4, ou entre les semestres 5 et 6.
> Au niveau du diplôme : les semestres de la Licence ne se compensent pas entre eux, à l'exception de deux semestres immédiatement consécutifs dans une même année d'études, c'est-à-dire entre les semestres 1 et 2, ou entre les semestres 3 et 4, ou entre les semestres 5 et 6. L'étudiant peut déclarer renoncer au bénéfice de la compensation entre les semestres 5 et 6 après la tenue du jury d'année.
> Lorsqu'un seul semestre n'est pas validé et que la moyenne des six semestres est égale ou supérieure à 10/20, le jury de diplôme a la possibilité d'accorder la compensation de ce semestre non validé. L'étudiant peut déclarer renoncer au bénéfice de cette compensation.

Pour les formations qui incluent des blocs de compétences :

La définition de blocs de connaissances et de compétences vise à valider et à attester l'acquisition d'ensembles homogènes et cohérents de compétences contribuant à l'exercice en autonomie d'une activité professionnelle. Elle renforce la cohérence et la lisibilité des parcours au regard des objectifs visés et facilite l'insertion professionnelle. Elle fait de la licence une formation plus adaptée aux besoins de la formation tout au long de la vie.
Dans le cadre de leurs MECC, les composantes peuvent identifier des UE correspondant à des blocs de compétences.
Les MECC de la composante pourront préciser que ces UE ne sont pas compensables. Cela devra être justifié par des modalités d'évaluation qui reposeront exclusivement sur des évaluations de la progression de l'étudiant et à terme de la certification de ses compétences.

Au sein d'une UE correspondant à un bloc de compétence : les notes se compensent entre elles.
Au niveau du semestre, de l'année et du diplôme : Ces UE correspondant à des blocs de compétences ne sont pas compensables par d'autres UE.

2.1.10. Calcul de la moyenne générale en Licence

La moyenne générale obtenue en Licence est la moyenne des moyennes des six semestres, sans pondération des semestres.
En cas de dispense de semestre, la moyenne générale en Licence est la moyenne des moyennes des seuls semestres effectués à l'Université de Strasbourg.
Les études accomplies à l'étranger, selon un contrat pédagogique mis en œuvre dans le cadre d'échanges internationaux conventionnés, sont considérées comme des études accomplies à l'Université de Strasbourg.
Les modalités d'évaluation de l'étudiant en mobilité sont précisées dans son contrat pédagogique.
En cas de réorientation, la moyenne générale obtenue au diplôme est la moyenne des moyennes des seuls semestres effectués dans le diplôme terminal.
L'attribution d'une mention (assez bien 12/20 ; bien 14/20 ; très bien 16/20) est calculée sur la moyenne générale obtenue en Licence. Des points de jury peuvent être accordés pour l'attribution d'une mention.

2.1.11. Diplôme intermédiaire de DEUG

La réussite au diplôme intermédiaire de DEUG repose sur la réussite aux quatre premiers semestres de Licence. Toutefois, la compensation opère, sans note seuil, entre les semestres 1 et 2.
La moyenne générale obtenue au DEUG est la moyenne des quatre premiers semestres de Licence, sans pondération des semestres.
En cas de dispense de semestre, la moyenne obtenue au DEUG est la moyenne des moyennes des seuls semestres effectués à l'Université de Strasbourg.

2.1.12. Conservation de notes d'une année à l'autre

Par défaut, les notes supérieures ou égales à 10/20 obtenues à des épreuves dans des UE non acquises ne sont pas conservées d'une année à l'autre.

2.1.13. Capitalisation

L'acquisition d'une UE emporte celle des crédits ECTS correspondants.
Les éléments constitutifs d'une UE ne sont pas affectés individuellement de crédits ECTS.
Une UE acquise ne peut plus être représentée à un examen, quel que soit le parcours d'études où elle est inscrite.
Une UE non acquise appartenant à un semestre validé ne peut pas être représentée à un examen en vue d'améliorer la note de ce semestre. Elle peut toutefois être représentée à un examen si elle est inscrite dans un autre diplôme (mention ou spécialité).

En cas de redoublement ou de modification de l'offre de formation, les UE acquises au titre d'une année universitaire antérieure et ne figurant plus au programme du diplôme font l'objet de mesures transitoires. Les mesures transitoires préservent le nombre de crédits ECTS acquis par l'étudiant.
La validation d'un semestre emporte l'acquisition des 30 crédits ECTS du semestre.
La validation de la Licence emporte l'acquisition des 180 crédits ECTS de la Licence.

2.2. Régime de l'évaluation continue intégrale

2.2.1. Principe général de l'évaluation continue intégrale

L'évaluation continue intégrale consiste en une pluralité d'évaluations diversifiées, réparties régulièrement sur l'ensemble des semaines du semestre et pour l'ensemble des enseignements dont l'objectif est de renforcer la dimension formative des évaluations et de conférer aux retours sur les évaluations un rôle important dans la progression des étudiants.
Elle doit permettre à l'équipe pédagogique d'attester que l'étudiant maîtrise les connaissances et compétences visées dans une UE. Elle n'a pas nécessairement pour objectif d'évaluer tous les contenus pédagogiques d'une UE.
Les modalités d'évaluation, adoptées en conseil de composante et soumises à la CFVU, peuvent tenir compte de situations ou de stratégies pédagogiques particulières.

2.2.2. Organisation de l'évaluation continue intégrale

L'organisation temporelle de **toutes les évaluations** (avec et sans convocation) est établie de façon concertée dans l'équipe pédagogique de la formation. Le responsable du parcours ou de la spécialité concertée, ou le directeur des études (ou appellation équivalente) si cette fonction est prévue par la composante porteuse de la formation est le **responsable** de ce calendrier, il a donc autorité au sein de l'équipe pédagogique pour garantir la meilleure coordination possible entre les évaluations. L'organisation pratique est coordonnée par l'équipe pédagogique et la scolarité de la composante et la DALI.
La répartition régulière des évaluations peut être garantie par le recours systématique à des créneaux hebdomadaires identifiés dans l'emploi du temps.
Le planning des évaluations avec convocation est publié au cours des deux premières semaines du semestre. Si des modifications doivent être apportées au planning des évaluations en cours de semestre pour des raisons impérieuses, elles devront être communiquées 15 jours avant l'évaluation.
Des évaluations peuvent également être réalisées sans convocation dans les créneaux d'enseignement de l'emploi du temps (évaluations en TD et TP, par exemple). Pour ces dernières, des aménagements ou des dérogations sont accordés au profit des étudiants à profil spécifique (étudiants salariés, sportifs ou musiciens de haut niveau, en situation de handicap, etc.).

2.2.3. Modalités d'évaluation et restitution pédagogique aux étudiants

L'élément de base de l'évaluation et de la compensation est l'UE.
L'évaluation continue intégrale repose sur des évaluations multiples et de formes variées, comme des épreuves écrites, orales, des activités pratiques, des rendus de travaux, des projets et des périodes de mise en situation. Elle doit donner lieu à des évaluations qui permettent d'apprécier la progression des acquis des connaissances et compétences visés par l'UE et proposer d'éventuelles remédiations à l'étudiant.
Chaque épreuve doit être corrigée dans un délai raisonnable, et **en tout état de cause avant l'évaluation suivante**.
Elle fait l'objet d'une correction selon des modalités laissées à l'appréciation des enseignants. Le corrigé renforce la dimension formative de l'UE. En particulier, il est remis en perspective par rapport aux attendus (connaissances et compétences) de l'enseignement.
Les évaluations doivent être en nombre suffisant pour respecter le principe de seconde chance. Le nombre global des notes est à apprécier en fonction du nombre d'ECTS et/ou du nombre d'enseignements qui composent l'UE,

ainsi que de la nature et de la durée des épreuves. Aucune note ne peut contribuer pour plus de 50 % de la moyenne de l'UE.
Un minimum de trois notes par UE est attendu et doit permettre une véritable progression de l'étudiant et des remédiations entre ces évaluations.
Les modalités d'évaluation, adoptées en conseil de composante et soumises à la CFVU, peuvent tenir compte de situations ou de stratégies pédagogiques particulières ou expérimentales qui feront l'objet d'une instruction par la DES et la vice-présidence et seront, le cas échéant, examinées par la commission de suivi des MECC avant leur présentation à la CFVU

2.2.4. Absence aux épreuves

La présence aux épreuves avec et sans convocation est obligatoire, sauf dans les cas d'aménagement d'études.

En cas d'absence à une épreuve avec convocation, l'étudiant doit présenter une justification au service de scolarité dans un délai de rigueur de sept jours ouvrés, sauf cas de force majeure. Seul un certificat original est recevable.
Une épreuve de substitution est alors organisée. L'enseignant responsable de l'examen initial, en coordination avec le responsable du semestre, en définit le calendrier et les modalités ; elles peuvent être différentes de celles de l'épreuve initiale.
En revanche, en cas d'absence injustifiée, l'étudiant est déclaré défaillant.

En cas d'absence à une épreuve sans convocation, l'étudiant doit présenter une justification au service de scolarité dans un délai de rigueur de sept jours ouvrés, sauf cas de force majeure. Seul un certificat original est recevable.
La note est alors neutralisée par le président de jury.
En revanche, en cas d'absence injustifiée, l'étudiant est sanctionné par la note zéro à cette épreuve.

Une dispense totale ou partielle de présence aux épreuves sans convocation peut être accordée dans les conditions suivantes.

- Les étudiants relevant d'un profil spécifique peuvent bénéficier d'une dispense totale de présence aux épreuves sans convocation. Ils doivent en faire la demande auprès de leur service de scolarité avant la fin du premier mois des enseignements ou dans les quinze jours suivants leur accession à ce profil spécifique.
- Une dispense partielle de présence aux épreuves sans convocation peut être accordée pour des raisons jugées recevables. L'étudiant doit en faire la demande et produire les justificatifs auprès de son service de scolarité avant l'épreuve ou, en cas d'événement imprévu, au plus tard sept jours après l'épreuve. Une épreuve de remplacement peut lui être proposée par l'enseignant responsable de l'épreuve initiale, qui en définit les modalités ; elles peuvent être différentes de celles de l'épreuve initiale. À défaut, il n'est pas tenu compte de la note manquante.

Pour les épreuves avec et sans convocation, sont considérées comme des justifications recevables :

- une convocation à un concours de recrutement de la fonction publique ; la convocation doit être déposée au moins trois jours avant les épreuves auprès du service de scolarité.
- Un empêchement subit et grave, indépendant de la volonté de l'étudiant et attesté auprès du service de scolarité par un justificatif original dans un délai n'excédant pas sept jours ouvrés après les épreuves concernées. Un accident, une maladie obligeant à un arrêt, une hospitalisation, le décès d'un proche constituent des cas recevables dans cette circonstance.

Les modalités d'évaluation, adoptées en conseil de composante et soumises à la CFVU, peuvent détailler des justifications supplémentaires.

2.3. Régime de contrôle terminal, combiné ou non avec un contrôle continu

2.3.1. Sessions d'examens

Deux sessions d'examens sont organisées pour chaque semestre durant l'année universitaire. Les modalités d'évaluation des étudiants peuvent être prévues en partie sous la forme d'un contrôle continu. Dans ce cas, il peut constituer intégralement la session principale d'examens et contribuer à la session de rattrapage sous la forme d'un report de notes de TD et/ou de TP.

2.3.2. Absence aux épreuves

La présence aux épreuves de contrôle continu et de contrôle terminal est obligatoire, sauf dans les cas d'aménagement d'études.

En cas d'absence à une épreuve de contrôle terminal, l'étudiant est déclaré défaillant, quels que soient les résultats obtenus par ailleurs.

Toutefois, une épreuve de remplacement peut être accordée par le Président du jury, au cas par cas, en particulier dans les circonstances suivantes :

- Convocation à un concours de recrutement de la fonction publique ; la convocation doit être déposée au moins trois jours avant les épreuves auprès de leur service de scolarité.
- Empêchement subit et grave, indépendant de la volonté de l'étudiant et attesté auprès du service de scolarité par un justificatif original présenté au service de scolarité dans un délai de rigueur de sept jours ouvrés, sauf cas de force majeure. Seul un certificat original est recevable. Un accident, une maladie obligeant à un arrêt, une hospitalisation, le décès d'un proche constituent des cas recevables dans cette circonstance.

Des dispositions particulières peuvent être appliquées aux étudiants à profil spécifique.

En cas d'absence injustifiée à une épreuve de contrôle continu, l'étudiant est sanctionné par un zéro à cette épreuve.

Lorsque la session principale ne comporte que des épreuves de contrôle continu et que l'étudiant est absent à toutes ces épreuves, sans justification, il est déclaré défaillant, quels que soient les résultats obtenus par ailleurs.

Une dispense totale ou partielle de contrôle continu peut être accordée dans les conditions suivantes.

- Les étudiants relevant d'un profil spécifique attesté peuvent bénéficier d'une dispense totale de contrôle continu. Ils doivent en faire la demande auprès de leur service de scolarité avant la fin du premier mois des enseignements ou dans les quinze jours suivants leur accession à ce profil spécifique. Lorsque la session principale ne comporte que des épreuves de contrôle continu, une épreuve de substitution doit être prévue dans le règlement des examens.
- Une dispense partielle de contrôle continu peut être accordée pour des raisons jugées recevables. L'étudiant doit en faire la demande et produire les justificatifs auprès de son service de scolarité avant l'épreuve ou, en cas d'événement imprévu, au plus tard dans un délai de rigueur de sept jours ouvrés, sauf cas de force majeur. Seul un justificatif original est recevable.

Une épreuve de remplacement peut lui être proposée. À défaut, il n'est pas tenu compte de la note manquante.

2.3.4. Report de notes de la session principale à la session de rattrapage

Le principe de la seconde chance est assuré par l'organisation d'une session de rattrapage qui comporte des épreuves terminales en même nombre et de même nature que la première.

Lorsque les notes obtenues à des épreuves en session principale dans une UE non validée sont supérieures ou égales à 10/20, elles sont reportées pour la session de rattrapage, sans possibilité de renonciation. Les composantes désirant permettre aux étudiants de renoncer aux notes supérieures ou égales à 10/20 dans les épreuves des UE non acquises à la session principale peuvent prévoir une dérogation dûment précisée dans le cadre des modalités annuelles d'évaluation des étudiants.

2.3.5. Organisation des épreuves

Organisation des contrôles continus : lorsque l'évaluation comporte un contrôle continu et une épreuve terminale, l'organisation du contrôle continu doit intervenir au moins quinze jours avant la fin du semestre. Ce délai de quinze jours ne s'impose pas à un enseignement évalué uniquement grâce à un contrôle continu, ou aux travaux dirigés ou aux travaux pratiques.

Organisation des contrôles terminaux : des épreuves terminales anticipées peuvent être organisées si l'enseignement s'achève avant la fin du semestre.

3. Règles relatives au Master

Des dispositions générales sont applicables au cursus de Master. Elles sont prévues au point 3.1 ci-après.

En outre, les composantes peuvent adopter l'un des deux systèmes suivants pour l'évaluation des étudiants en Master :

– soit, dans les conditions figurant au point 3.2 ci-après, des modalités d'évaluation continue intégrale dans la continuité pédagogique des modalités mises en œuvre en Licence. ;

– soit, dans les conditions figurant au point 3.3 ci-après, des modalités de contrôle terminal qui peuvent être combinées avec un contrôle continu.

3.1. Dispositions générales applicables au cursus de Master

L'accès en première année de master est subordonné, le cas échéant, à l'examen des prérequis, des conditions de sélection et des capacités d'accueil déterminées par le conseil d'administration sur proposition de la CFVU. L'admission est prononcée par le président de l'université sur proposition de la commission pédagogique ou du jury compétent.

La validation de la première année de master donne accès de droit à la seconde année de master dans la même mention à l'Université de Strasbourg.

À défaut de cet accès de droit, l'accès en seconde année de master est subordonné, le cas échéant, à l'examen des prérequis, et/ou des conditions de sélection et des capacités d'accueil déterminées par le conseil d'administration sur proposition de la CFVU conformément aux articles L612-6-1 et D612-36-4 du code de l'éducation. L'admission est prononcée par le président de l'université sur proposition de la commission pédagogique ou du jury compétent, sous réserve d'avoir validé les 60 crédits correspondant aux deux semestres de la première année de master.

L'étudiant n'ayant pas validé sa première année de master peut exceptionnellement être autorisé à suivre des éléments pédagogiques de la deuxième année. Il reste exclusivement inscrit dans la première année non validée. Les MECC soumises à la CFVU précisent si cette disposition s'applique ou non, et éventuellement identifient les éléments pédagogiques concernés.

3.1.1. Inscription administrative

Elle consiste à inscrire un étudiant dans l'une des formations proposées par l'université. Ce processus annuel et obligatoire implique la collecte des données administratives nécessaires concernant l'étudiant, le paiement des droits, la détermination du statut de l'étudiant et de sa situation par rapport à sa couverture sociale. Nul ne peut être autorisé à accéder aux activités d'enseignement et aux examens s'il n'est pas régulièrement inscrit.

L'inscription administrative s'effectue conformément au calendrier adopté annuellement par le CA après avis de la CFVU.

Deux inscriptions administratives sont autorisées en première année de Master. Les inscriptions supplémentaires procédant de l'étalement des études par contrat pédagogique sont exclues de ce décompte.

La limitation à deux inscriptions administratives n'est pas opposable aux étudiants qui, ayant obtenu un Master, souhaitent acquérir des compétences complémentaires dans d'autres Masters habilités.

Lorsqu'un étudiant est déclaré ajourné au Master, le jury de Master peut l'autoriser à se réinscrire en deuxième année de Master.

3.1.2. Inscription pédagogique

L'inscription pédagogique consiste pour un étudiant à s'inscrire aux différents enseignements de la formation en fonction de la maquette, de ses souhaits et de ses acquis.
Elle s'effectue conformément au calendrier adopté annuellement par le CA après avis de la CFVU.
Elle est obligatoire. En l'absence d'inscription pédagogique, l'étudiant n'est pas autorisé à se présenter aux épreuves d'évaluation.
Pour accompagner et soutenir la réussite de l'étudiant, notamment lors de l'octroi d'un statut spécifique, le responsable de formation peut mettre en place avec l'étudiant un contrat pédagogique.
Cet accord, signé par les deux parties, adapte de façon détaillée, justifiée et proportionnée, le déroulement du cursus de l'étudiant, en tenant compte de sa situation et des nécessités du bon déroulement de la formation.
Il y est recouru notamment
- pour aménager le rythme de suivi de la formation, les exigences d'assiduité aux activités pédagogiques, les exigences de présence aux évaluations, exceptionnellement les caractéristiques des évaluations,
- pour reconnaitre et/ou consolider les compétences à acquérir pour l'obtention du diplôme ou en supplément du diplôme, par l'octroi de crédits ECTS.

Ce contrat peut être pluriannuel. Ses prévisions sont réexaminées, et éventuellement adaptées, en fonction de l'évolution de la situation de l'étudiant et de la formation.

3.1.3. Assiduité

Un contrôle de l'assiduité est instauré. En dehors de la situation de césure, Un étudiant non inscrit pédagogiquement ne remplit pas l'obligation d'assiduité.

Les modalités annuelles d'évaluation définissent les conditions de mise en œuvre, les enseignements concernés et les conséquences pédagogiques d'un défaut d'assiduité. Par défaut les règles applicables sont, pour le régime de l'évaluation continue intégrale et par renvoi, celles prévues aux points 2.2.4. et, pour le régime de contrôle terminal, combiné ou non avec un contrôle continu les règles prévues à l'article 3.3.2.

3.1.4. Apprentissage

La formation peut prévoir des périodes obligatoires de mise en situation en milieu professionnel, lors notamment de stages ou de période d'alternance.

Dans le cas particulier d'une formation en apprentissage, afin d'obtenir le diplôme visé, l'apprenti justifie d'une période minimale de 4 à 6 mois cumulés, soit 616 à 924 heures cumulées, de mise en situation en milieu professionnel par année de formation.

Lorsque cette période en milieu professionnel est interrompue pour un motif indépendant de la volonté de l'apprenti ou en accord avec l'établissement, le responsable de formation propose à l'apprenti une modalité alternative de validation de sa formation (stage, mission tuteurée, travail de substitution).

3.1.5. Cas particulier d'un mémoire de recherche ou d'un rapport de stage

L'évaluation d'un stage de recherche et d'un mémoire de recherche est prévue dans les modalités proposées par le conseil de la composante à laquelle est rattachée la formation et qui sont soumises à la CFVU. Le jury devant lequel ce mémoire est présenté doit comporter au moins un membre habilité à diriger des recherches.

L'évaluation d'un stage professionnel et d'un rapport de stage est prévue dans les modalités proposées par le conseil de la composante à laquelle est rattachée la formation et qui sont soumises à la CFVU.

3.1.6. Études accomplies à l'étranger

Les études accomplies à l'étranger, selon un contrat pédagogique mis en œuvre dans le cadre d'échanges internationaux conventionnés, sont intégrées au cursus de l'étudiant, au même titre que les études accomplies à l'Université de Strasbourg.
Les modalités d'évaluation de l'étudiant en mobilité sont précisées dans son contrat pédagogique, et les notes sont validées par un jury de semestre et/ou d'année de l'Université de Strasbourg.

3.1.7. Validation d'acquis

Les commissions pédagogiques (régies par le décret n° 85-906 du 23 août 1985) sont chargées de la validation des acquis.
Les validations d'acquis prononcées par les commissions pédagogiques se traduisent par des dispenses de diplôme, de semestre(s), d'une ou plusieurs UE ou élément(s) constitutif(s) d'UE.
L'étudiant bénéficiant d'une validation d'acquis ne peut plus se présenter aux examens correspondants.
Les semestres, les UE ou les éléments constitutifs d'une UE ayant fait l'objet d'une dispense d'études n'entrent pas dans le calcul du résultat du diplôme, du semestre ou de l'UE.

3.1.8. Jurys

Il est créé des jurys de semestre. Le jury de semestre est souverain pour prononcer la validation ou la non-validation d'un semestre.

Il est créé des jurys de diplôme. Ces jurys sont différents des jurys de semestre. Ils prononcent l'admission au diplôme.
Le Président du jury de diplôme de Master est désigné parmi les enseignants-chercheurs habilités à diriger des recherches.

3.1.9. Compensation

Compensation au sein de l'UE : les notes qui, affectées de leurs coefficients respectifs, entrent dans le calcul de la note d'une UE se compensent entre elles, sans note seuil. L'UE est validée dès lors qu'un étudiant obtient une moyenne générale égale ou supérieure à 10/20.
Compensation semestrielle : les notes des UE d'un même semestre se compensent entre elles. Les coefficients des UE sont proportionnels à leur valeur en ECTS.
Le semestre est validé si la moyenne des UE le composant, affectées de leurs coefficients respectifs, est égale ou supérieure à 10/20.
Compensation entre les semestres : les notes des semestres du Master ne se compensent pas entre elles.
Toutefois, au sein d'une même année de Master, une compensation des notes des semestres peut être instaurée.

3.1.10. Calcul de la moyenne générale en Master

La moyenne générale en Master est la moyenne des moyennes des quatre semestres, sans pondération des semestres.
L'attribution d'une mention (assez bien 12/20 ; bien 14/20 ; très bien 16/20) est calculée sur la moyenne générale obtenue en Master. Le jury de Master peut accorder des points de jury pour l'attribution d'une mention.
En cas de dispense de semestre(s), la note du Master est la moyenne des moyennes des seuls semestres effectués à l'Université de Strasbourg.
En cas de réorientation, la note du diplôme est la moyenne des quatre semestres accomplis par l'étudiant à l'Université de Strasbourg.
Les études accomplies à l'étranger, selon un contrat pédagogique réalisé dans le cadre d'échanges internationaux conventionnés, sont considérées comme des études accomplies à l'Université de Strasbourg.
Les modalités d'évaluation de l'étudiant en mobilité sont précisées dans son contrat pédagogique.

3.1.11. Diplôme intermédiaire de Maîtrise

La réussite au diplôme intermédiaire de Maîtrise repose sur la réussite à chacun des deux premiers semestres du Master. Les semestres ne se compensent pas entre eux, sauf application des dispositions prévues au point 3.1.7 ci-dessus.
La note de Maîtrise est la moyenne des notes des deux premiers semestres du Master, sans pondération des semestres.

3.1.12. Report de notes de la session principale à la session de rattrapage

Sous réserve d'autres modalités validées par la CFVU et lorsqu'est organisée une session de rattrapage, elle comporte des épreuves terminales en même nombre et de même nature que la première.
Les notes supérieures ou égales à 10/20 des épreuves d'une UE non validée sont reportées de la session principale à la session de rattrapage, sans possibilité de renonciation.
Les composantes désirant permettre aux étudiants de renoncer aux notes supérieures ou égales à 10/20 dans les épreuves des UE non acquises à la session principale peuvent prévoir une dérogation dûment précisée dans le cadre des modalités annuelles d'évaluation des étudiants.

3.1.13. Conservation de notes d'une année à l'autre

Les notes des épreuves supérieures ou égales à 10/20 des UE non acquises ne sont pas conservées d'une année à l'autre.

3.2. Régime de l'évaluation continue intégrale

3.2.1. Règles générales

Les dispositions figurant ci-dessus des points 2.2.1 à 2.2.4 sont aussi applicables en Master.

3.3. Régime de contrôle terminal, combiné ou non avec un contrôle continu

Une session de rattrapage d'examens peut être organisée. La mention de l'organisation de la session de rattrapage d'examens figure dans les modalités annuelles d'évaluation des étudiants.
Les épreuves écrites terminales sont anonymes.

3.3.1. Organisation des épreuves

Organisation des contrôles continus : lorsque l'évaluation comporte un contrôle continu et une épreuve terminale, l'organisation du contrôle continu doit intervenir au moins quinze jours avant la fin du semestre. Ce délai de quinze jours ne s'impose pas à un enseignement évalué uniquement grâce à des contrôles continus, ou aux travaux dirigés ou aux travaux pratiques.
Organisation des contrôles terminaux : des épreuves terminales anticipées peuvent être organisées si l'enseignement s'achève avant la fin du semestre.

3.3.2. Absence aux épreuves terminales

La présence aux épreuves de contrôle continu et de contrôle terminal est obligatoire, sauf dans les cas de dispense.
En cas d'absence à une épreuve de contrôle terminal, l'étudiant est déclaré défaillant, quels que soient les résultats obtenus par ailleurs.
Toutefois, une épreuve de remplacement peut être accordée par le Président du jury, au cas par cas, en particulier dans les circonstances suivantes :

- Convocation à un concours de recrutement de la fonction publique ; la convocation doit être déposée au moins trois jours avant les épreuves auprès de leur service de scolarité.
- Empêchement subit et grave, indépendant de la volonté de l'étudiant et attesté auprès du service de scolarité par un justificatif original présenté au service de scolarité dans un délai de rigueur de sept jours ouvrés, sauf cas de force majeure. Seul un certificat original est recevable. Un accident, une maladie obligeant à un arrêt, une hospitalisation, le décès d'un proche constituent des cas recevables dans cette circonstance.

Des dispositions particulières peuvent être appliquées aux étudiants à profil spécifique[2].
En cas d'absence injustifiée à une épreuve de contrôle continu, l'étudiant est sanctionné par un zéro à cette épreuve.
Lorsque la session principale ne comporte que des épreuves de contrôle continu et que l'étudiant est absent à toutes ces épreuves, sans justification, il est déclaré défaillant, quels que soient les résultats obtenus par ailleurs.
Une dispense totale ou partielle de contrôle continu peut être accordée dans les conditions suivantes.

- Les étudiants relevant d'un profil spécifique attesté peuvent bénéficier d'une dispense totale de contrôle continu. Ils doivent en faire la demande auprès de leur service de scolarité avant la fin du premier mois des enseignements ou dans les quinze jours suivants leur accession à ce profil spécifique. Lorsque la session principale ne comporte que des épreuves de contrôle continu, une épreuve de substitution doit être prévue dans le règlement des examens.
- Une dispense partielle de contrôle continu peut être accordée pour des raisons jugées recevables. L'étudiant doit en faire la demande et produire les justificatifs auprès de son service de scolarité avant l'épreuve ou, en cas d'événement imprévu, au plus tard dans un délai de rigueur de sept jours ouvrés, sauf

[2] Cf. *supra* note 1 pour la liste des situations pouvant justifier un profil spécifique.

cas de force majeur. Seul un justificatif original est recevable. Une épreuve de remplacement peut lui être proposée. À défaut, il n'est pas tenu compte de la note manquante.

Normas reguladoras del progreso y la permanencia de los estudiantes en estudios de Grado y Master

Contiene las modificaciones aprobadas en el Consejo de Gobierno de 27 de junio de 2016

El artículo 2. 2, apartado f) de la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades, establece que la autonomía de las universidades comprende, entre otras manifestaciones, la admisión, régimen de permanencia y verificación de conocimientos de los estudiantes.

Los Estatutos de la Universidad de Málaga, aprobados por Decreto 145/2003, de 3 de Junio, de la Consejería de Educación y Ciencia de la Junta de Andalucía, en su artículo 6, recogen la mencionada previsión legal, contemplando como competencia de esta Universidad la admisión, el régimen de permanencia y la verificación de los conocimientos de los estudiantes, regulando en su artículo 124 el número de convocatorias a las que cada estudiante podrá concurrir, que se fija en seis por asignatura, y que serán anuladas automáticamente con la no presentación a las pruebas, así como el régimen de convocatorias ordinarias y extraordinarias a las que tendrá derecho cada curso académico.

Por otra parte, el artículo 46.3 de la citada Ley Orgánica 6/2001, determina que las Universidades establecerán los procedimientos de verificación de los conocimientos de los estudiantes. Añadiendo que, en las Universidades públicas, el Consejo Social, previo informe del Consejo de Coordinación Universitaria, actualmente Consejo de Universidades, aprobará las normas que regulen el progreso y permanencia en la Universidad de los estudiantes, de acuerdo con las características de los respectivos estudios.

Entendiendo que es necesario, por tanto, regular el régimen de progreso y las normas de permanencia de los Estudiantes de la Universidad de Málaga, contemplando aspectos y situaciones que van más allá de la mera determinación del número de convocatorias por asignatura y por curso a los que tienen derecho los alumnos, el Consejo Social de la Universidad de Málaga, a propuesta del Gobierno de la citada Universidad, en sesión celebrada el 27 de Junio de 2011, acuerda aprobar las siguientes normas, que serán remitidas para informe al Consejo de Universidades.

CAPÍTULO I: Disposiciones Generales.

Artículo 1.Objeto y ámbito de aplicación.

1. Las presentes normas tienen por objeto regular el progreso y la permanencia de los estudiantes de la Universidad de Málaga matriculados en los estudios universitarios oficiales de Graduado o Graduada y Máster a partir del curso académico 2012/2013 inclusive.

2. Los estudiantes matriculados en programas de doctorado se regirán, en lo que afecta a la duración de los citados estudios, por lo que establece el Real Decreto 99/2011, de 28 de enero, por el que se regulan las enseñanzas oficiales de doctorado.

Artículo 2. Exclusiones.

1. Quedan excluidos del ámbito de aplicación de estas normas los estudiantes de la Universidad de Málaga que se encuentren matriculados en titulaciones conjuntas con otras universidades nacionales o extranjeras, conducentes a la obtención de un único título oficial de Graduado o Graduada, Máster Universitario o Doctor o Doctora, que se regirán por lo que a tal efecto se establezca en los respectivos convenios o lo que determine la memoria de verificación correspondiente.

2. Asimismo, quedan excluidos del ámbito de aplicación de las presentes normas los estudiantes de la Universidad de Málaga que se encuentren matriculados en las titulaciones oficiales de Licenciado, Ingeniero, Arquitecto, Diplomado, Ingeniero Técnico y Arquitecto Técnico, que se encuentran en proceso de extinción.

CAPÍTULO II: Normas de progreso

Artículo 3. Rendimiento mínimo de los estudiantes de nuevo ingreso matriculados en estudios de Grado.

1. Los estudiantes matriculados en estudios de Grado en la Universidad de Málaga, para poder continuar estudios iniciados, deberán superar al menos una asignatura durante el curso académico, correspondientes a actividades formativas del correspondiente plan de estudios de la respectiva titulación.

2. No serán consideradas dentro de este cómputo aquellas actividades formativas que sean reconocidas o convalidadas.

3. En el caso de no superar los mínimos requeridos en los aparatados anteriores, los interesados podrán solicitar a la Secretaría General de la Universidad que, en atención a especiales circunstancias, les conceda el derecho a poder matricularse en la misma titulación, por una sola vez, en el curso académico siguiente. En el supuesto de que la Facultad o Escuela en la que se encuentre matriculado el estudiante disponga de programas de tutorización o similares, se incluirá a los citados estudiantes en dicho programa.

4. En el supuesto de incumplimiento de los requisitos establecidos en los apartados precedentes los alumnos no podrán cursar las enseñanzas correspondientes a esa titulación en la Universidad de Málaga, pudiendo solicitar cursar estudios en otra titulación diferente, mediante su participación en el sistema general de admisión.

5. Las anteriores reglas no serán de aplicación a los estudiantes que provengan de otras universidades, que se regirán por estas normas a partir de su incorporación a la Universidad de Málaga.

Artículo 4. Rendimiento mínimo de los estudiantes matriculados en estudios universitarios oficiales de Máster.

1. Los estudiantes que se matriculen, por primera vez, en un título oficial de Máster Universitario o en un programa de Doctorado deberán aprobar, como mínimo 6 créditos, si tienen la consideración de estudiantes con dedicación al estudio a tiempo completo y de 3 créditos si han obtenido el reconocimiento de estudiantes con dedicación al estudio a tiempo parcial.

2. A efectos del cálculo del rendimiento mínimo establecido en el apartado anterior, no contabilizarán como créditos aprobados los que hayan sido reconocidos por estudios o actividades.

3. En el caso de no superar los mínimos requeridos en los apartados anteriores, los interesados podrán solicitar a la Secretaría General de la Universidad que, en atención a especiales circunstancias, les conceda el derecho a poder matricularse en la misma titulación, por una sola vez, en el curso académico siguiente. En el supuesto de que la Facultad o Escuela en la que se encuentre matriculado el estudiante disponga de programas de tutorización o similares, se incluirá a los citados estudiantes en dicho programa.

4. En el supuesto de incumplimiento de los requisitos establecidos en los apartados precedentes el alumno no podrá cursar las enseñanzas correspondientes a esa titulación en la Universidad de Málaga, pudiendo solicitar cursar estudios en otra titulación diferente, mediante su participación en el sistema general de admisión.

CAPÍTULO III: Normas de permanencia en los Estudios de Grado y Máster

Artículo 5. Condiciones de permanencia en los estudios universitarios oficiales de Grado.

1. La permanencia en los estudios universitarios oficiales correspondientes a una titulación de Grado será de un máximo de 8 cursos académicos matriculados para los estudiantes en régimen de dedicación al estudio a tiempo completo.

La permanencia en los estudios universitarios oficiales correspondientes a una titulación de Grado, o un itinerario de "doble grado", con 300 créditos será de un máximo de 9 años y en el supuesto de que sea de 360 créditos será de 10 años.

2. Cuando se combinen períodos de dedicación al estudio a tiempo completo y a tiempo parcial, se añadirá un año académico más por cada curso con dedicación al estudio reconocida a tiempo parcial, hasta un máximo de doce cursos académicos matriculados.

3. A los efectos de lo previsto en los apartados anteriores, si el estudiante procede de los estudios universitarios de grado correspondientes a otra titulación, le serán computados los créditos que sean objeto de reconocimiento académico, de acuerdo con las normas aprobadas por la Universidad de Málaga, entendiéndose que cada bloque de 60 créditos reconocidos equivalen a un año de permanencia a tiempo completo y si el resto supera

los 30 créditos reconocidos la equivalencia se establecerá en un año de permanencia a tiempo parcial. Las fracciones inferiores a 30 créditos no se tendrán en cuenta en el cómputo al que se refiere este apartado.

Artículo 6. Condiciones de permanencia en los estudios universitarios oficiales de Máster.

1. El límite máximo de permanencia en estudios universitarios oficiales de Máster será:

Cuando la carga lectiva total del correspondiente Máster Universitario sea de 60 créditos:

a. Dos cursos académicos matriculados para los estudiantes con dedicación al estudio a tiempo completo.
b. Tres cursos académicos matriculados para los estudiantes con dedicación al estudio a tiempo parcial.

Cuando la carga lectiva total del correspondiente Máster Universitario sea de más de 60 créditos:

a. Tres cursos académicos matriculados para los estudiantes con dedicación al estudio a tiempo completo.
b. Cinco cursos académicos matriculados para los estudiantes con dedicación al estudio a tiempo parcial.

2. El límite máximo de permanencia en estudios universitarios oficiales de Máster que habiliten para el ejercicio de actividades profesionales reguladas en España será el siguiente:

a. Dos cursos académicos matriculados cuando el número de créditos correspondiente al Máster Universitario sea de 60 créditos, para los estudiantes con dedicación a tiempo completo, y tres años cuando se trate de estudiantes en régimen de dedicación al estudio a tiempo parcial.
b. Tres cursos académicos matriculados cuando el número de créditos correspondiente al Máster Universitario sea de 90 créditos, para los estudiantes en régimen de dedicación a tiempo completo, y 5 años cuando se trata de estudiantes a tiempo parcial.
c. Cuatro cursos académicos matriculados cuando el número de créditos correspondiente al Máster Universitario sea de 120 créditos, para los estudiantes a tiempo completo, y 6 años cuando se trate de estudiantes en régimen de tiempo parcial.

Artículo 7. Régimen general de convocatorias en estudios universitarios oficiales de Grado, y Máster.

1. Los estudiantes de la Universidad de Málaga matriculados en estudios universitarios oficiales de Grado y Máster tienen derecho a la utilización de un máximo de seis convocatorias de examen para lograr la superación de las asignaturas que establezca el correspondiente plan de estudios, que serán anuladas automáticamente con la no presentación a las pruebas.

2. Los estudiantes que hayan agotado un número superior a dos convocatorias y en aquellas asignaturas en las que haya dos o más grupos, tendrán derecho a cambiar de grupo en la asignatura en cuestión. Asimismo tendrán opción en las restantes convocatorias a solicitar la constitución de Tribunal que los examine, de acuerdo con lo dispuesto en el Reglamento de la correspondiente Comisión de Ordenación Académica.

3. Cada alumno sólo podrá presentarse a dos convocatorias ordinarias de examen por curso académico. En el caso de asignaturas ya matriculadas en años académicos anteriores, y no superadas, el alumno podrá sustituir una de dichas convocatorias por una convocatoria extraordinaria.

4. Los alumnos a quienes resten un máximo de dieciocho créditos para finalizar sus estudios podrán examinarse de las mismas en la convocatoria extraordinaria que a tal efecto sea fiada en el Calendario Académico Oficial.

Disposición Adicional Primera. Centros adscritos.

Las presentes normas serán también de aplicación a los estudiantes que se encuentren matriculados en los Centros Adscritos de la Universidad de Málaga.

Disposición Adicional Segunda. Titulaciones con directrices comunitarias europeas.

Los límites de permanencia en los estudios universitarios de Grado correspondientes a enseñanzas reguladas por directrices comunicativas europeas (Medicina, Arquitectura) se determinarán multiplicando por dos el número de años previstos en el correspondiente plan de estudios, para estudiantes con dedicación al estudio a tiempo completo y multiplicando por tres en el supuesto de estudiantes con dedicación a tiempo parcial, computados en número de cursos matriculados.

Disposición Adicional Tercera. Ampliación extraordinaria.

Los estudiantes de Grado y Máster que no cumplan los plazos establecidos en las condiciones de permanencia reguladas en estas normas, podrán solicitar al Rectorado, por causas justificadas, la ampliación de su permanencia en los correspondientes estudios durante un curso académico más.

Disposición Adicional Cuarta. Permanencia en estudios de Grado de la rama de conocimiento de Ingeniería y Arquitectura.

Los estudiantes de Grado de las titulaciones incluidas en la rama de conocimiento de Ingeniería y Arquitectura, con régimen de dedicación a tiempo completo podrán permanecer cursando los citados estudios un máximo de 10 años, incrementándose de forma proporcional cuando tengan reconocida la situación de estudiantes a tiempo parcial.

Disposición Adicional Quinta. Suspensión de los efectos de las normas de progreso y permanencia.

A los estudiantes matriculados en enseñanzas de Grado y Máster que soliciten, y les sea autorizada la suspensión de sus estudios, por causas debidamente justificadas, que resolverá de forma motivada el Decano o Director del Centro, no se les computará a efectos de la aplicación de las normas de progreso y permanencia previstas en estas Normas el tiempo que permanezcan en esta situación de suspensión, siempre que no se hayan obtenido calificación alguna durante el curso académico correspondiente.

Disposición Adicional Sexta. Referencias de género.

Todos los preceptos de esta norma que utilizan la forma del masculino genérico se entenderán aplicables a personas de ambos sexos.

Disposición Final. Entrada en vigor.

Las presentes normas serán de aplicación a los estudiantes matriculados en la Universidad de Málaga a partir del curso académico 2012/2013.

NORMATIVA REGULADORA DE LOS PROCESOS DE EVALUACIÓN DE LOS APRENDIZAJES

El artículo 2.2.f de la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades, establece que la autonomía de las universidades comprende, entre otras, la competencia en materia de admisión, régimen de permanencia y verificación de conocimientos de los estudiantes.

Los nuevos estatutos de la Universidad de Málaga, publicados en el BOJA número 93, del 17 de mayo de 2019, y en vigor a partir de esta fecha, reproducen, en su artículo 111, la mencionada previsión legal en relación a la verificación de los conocimientos del estudiantado, regulando en los artículos 112 y 113 los derechos y deberes, respectivamente, en relación con la evaluación de su rendimiento académico y estableciendo, en los artículos 136,137 y 139 los instrumentos académicos de organización para llevar a cabo la verificación de los conocimientos. Por último, el artículo 149 de los Estatutos, en el marco de lo previsto en el Estatuto del Estudiante Universitario, fija el marco normativo para la revisión de evaluaciones en el ámbito de la Universidad de Málaga.

Como también indica el citado artículo 111 de los Estatutos, es competencia del Consejo de Gobierno de la Universidad de Málaga aprobar y hacer públicas las normas correspondientes a la verificación de los conocimientos del estudiantado. Por todo ello, el Consejo de Gobierno de la Universidad de Málaga, en sesión celebrada el 23 de julio de 2019 acuerda aprobar la normativa reguladora de los procesos de evaluación de los aprendizajes del estudiantado.

CAPÍTULO I. DISPOSICIONES GENERALES

ARTÍCULO 1. OBJETO

1. La presente Normativa tiene por objeto la regulación del sistema de evaluación y calificación de las asignaturas cursadas por el estudiantado de las enseñanzas oficiales de grado y máster de la Universidad de Málaga.

2. El contenido de estas normas se complementa con el resto de normativas en vigor en la Universidad de Málaga relacionadas con la ordenación académica y, en particular, con aquellas relativas a la elaboración y la defensa de los trabajos de fin de Grado y Máster, a la realización de prácticas externas, a la adaptación, reconocimiento y transferencia de créditos, y a las normas de progreso y permanencia.

3. Será criterio inspirador de la programación docente la evaluación continua del estudiante, que ha de ser entendida como herramienta de corresponsabilidad educativa y como elemento del proceso de enseñanza-aprendizaje que informa al estudiante sobre el progreso de su aprendizaje.

4. Son objeto de evaluación los resultados del aprendizaje del estudiantado relativos a la adquisición de conocimientos, habilidades, destrezas, actitudes y valores, de acuerdo con las competencias y contenidos especificados en la Guía Docente de la asignatura, cuyo modelo fue aprobado en Consejo de Gobierno de 23 de enero de 2013.

5. La Guía Docente de una asignatura es un documento público en el que se concreta, para un determinado curso académico, la planificación docente de una asignatura y toda la información necesaria para su seguimiento. Constituye el resultado del compromiso del equipo docente que la va a impartir y del Departamento al que se encuentra adscrita, avalado por la Universidad a través de los órganos con competencia en la aprobación de la programación docente. En ella se definirá con precisión qué competencias debe lograr el estudiantado y cuáles serán los procedimientos, criterios y niveles de exigencia que se aplicarán.

ARTÍCULO 2. DERECHO A LA EVALUACIÓN

1. El profesorado tiene el derecho y el deber de evaluar al estudiantado, de manera rigurosa e imparcial.

2. El estudiantado tiene derecho a ser evaluado de manera rigurosa e imparcial de acuerdo con las Guías Docentes de las asignaturas.

3. El estudiantado tiene derecho a conocer al principio del proceso de matrícula el sistema y los criterios de evaluación, y a la revisión de sus calificaciones.

4. El estudiantado tiene el deber de proceder con honestidad en todos los procesos de evaluación en los que participe, evitando su implicación en cualquier situación fraudulenta.

CAPÍTULO II. SISTEMA DE EVALUACIÓN

ARTÍCULO 3. PRINCIPIOS GENERALES

1. El Sistema de Evaluación es el conjunto de procedimientos y principios racionalmente enlazados entre sí y que ordenadamente aplicados permiten valorar de manera rigurosa las competencias adquiridas por el estudiantado (conjunto de conocimientos, habilidades, destrezas, actitudes y valores) en el contexto concreto de cada asignatura.

2. La evaluación del rendimiento académico del estudiantado responderá a criterios públicos de rigor e imparcialidad.

3. La evaluación será continua en la primera convocatoria ordinaria, entendiendo por tal la evaluación diversificada que se establezca en las Guías Docentes de las asignaturas. No obstante, las Guías Docentes podrán

contemplar la realización de una evaluación única final a la que podrían acogerse aquellos estudiantes que no hubiesen superado la evaluación continua.

4. La evaluación única final, entendiendo por tal la que se realiza en un solo acto académico y permite evaluar el 100% de la asignatura, se utilizará en las convocatorias extraordinarias y en las convocatorias ordinarias en los términos definidos en esta normativa y descritos en la Guía Docente.

5.Los sistemas de evaluación no podrán ser modificados una vez iniciado el curso académico correspondiente, salvo por corrección de error manifiesto.

6. Los sistemas de evaluación se ajustarán, en todo caso, a lo establecido en las Guías Docentes de las asignaturas y a lo establecido en la Memoria de Verificación del Título.

ARTÍCULO 4. EVALUACIÓN CONTINUA

1 El propósito fundamental de la evaluación continua es proporcionar a todos los agentes implicados la información rigurosa, no arbitraria, fiable y suficiente para generar una práctica de enseñanza que favorezca y mejore el aprendizaje del estudiantado. Pretende informar los juicios profesionales de los docentes para la mejora de su práctica docente y para la valoración rigurosa de la adquisición de los aprendizajes de sus estudiantes. Para ilustrar el significado del concepto de la evaluación continua, en el anexo número 1 de esta normativa se recoge una relación de actividades que podrían ser utilizadas en el desarrollo de la misma.

2. Las Guías Docentes deberán recoger, de forma clara e inequívoca, los recursos evaluadores que se utilizarán durante el desarrollo de la asignatura, cuál es la ponderación de la calificación obtenida en cada uno de ellos para la calificación final y la obligatoriedad, si la hubiera, de obtener una calificación mínima en alguno para contribuir a la calificación final, que en cualquier caso no podrá ser mayor a 5 en una escala de 0 a 10.

3. El estudiantado deberá ser informado pertinentemente de cada uno de los resultados obtenidos en cada recurso evaluador implementado, descrito en la guía docente como parte integrante de la evaluación continua. Asimismo el estudiantado deberá ser informado de la calificación final que se desprende del proceso de la evaluación continua antes de la evaluación única final, si en la guía docente de la asignatura se recoge que tiene derecho a esta última el estudiantado que no hubieran superado la evaluación continua.

ARTÍCULO 5. EVALUACIÓN POR INCIDENCIAS

1. El estudiantado que no pueda concurrir a pruebas de evaluación que tengan asignadas una fecha de realización por el Centro, por el Departamento o por la Comisión Académica del Master, podrá solicitar o bien al Centro, o bien a la

Dirección del Departamento o a la Coordinación del Máster, en función de lo recogido en la normativa propia del Centro, la evaluación por incidencias en los siguientes supuestos debidamente acreditados:

a) Por motivos de asistencia a reuniones de los órganos colegiados de representación universitaria que se detallan en el artículo 7 de los Estatutos de la Universidad de Málaga (Consejo Social, Consejo de Gobierno, Claustro universitario, juntas de facultad o escuela y consejos de departamento)

b) Por motivos de asistencia a alguna actividad de carácter oficial en representación de la Universidad de Málaga, certificada por la Secretaría General, en la que se acredite fehacientemente la imposibilidad de que no pueda acudir otra persona como sustituta.

c) Por coincidencia con actividades oficiales de los deportistas de alto nivel y de alto rendimiento o por participación en actividades deportivas de carácter oficial representando a la Universidad de Málaga.

d) Por coincidencia de fecha y hora de dos o más procedimientos de evaluación de asignaturas del mismo curso y titulación.

e) Por la alteración de la salud del estudiante, cuando a través de informe o certificado médico oficial se acredite fehacientemente la imposibilidad de realizar la prueba de evaluación.

f) Por fallecimiento de un familiar, hasta segundo grado de consanguinidad, acaecido en los cinco días previos a la fecha programada para la realización de la prueba.

g) Por inicio o finalización de una estancia de movilidad saliente (con Acuerdo de Aprendizaje vigente debidamente firmado por el Tutor Académico y el Coordinador de Movilidad del Centro) en una universidad de destino cuyo calendario académico requiera la incorporación del estudiante en fechas que coincidan con las fechas de realización de la prueba de evaluación, siempre que la Dirección del Departamento o la Coordinación del Master, en colaboración con la Dirección del Centro, no hayan arbitrado un procedimiento alternativo que de solución a este tipo de incidencias. Solo se entenderá que existe incidencia en este sentido cuando al estudiantado le sea imposible resolver el problema en cuestión, acudiendo a programar las dos convocatorias a las que tiene derecho, de entre todas las posibles, en fechas que no coincidan con las que el acuerdo de la movilidad saliente le exige que se encuentre en la universidad de destino.

h) Por causa de fuerza mayor que justifique la imposibilidad de realizar la prueba de evaluación.

2. Dado alguno de los supuestos del punto anterior, el responsable de la coordinación de la asignatura ofrecerá una fecha alternativa viable para la realización de la prueba que no colisione con la causa alegada y la Secretaría

General facilitará los procedimientos necesarios a efectos de emisión de actas. En el caso de que la solicitud de incidencia no se hubiese dirigido al Centro, la Dirección del Departamento, o la Coordinación del Máster en su caso, deberá informar a la Dirección del Centro de la incidencia acaecida y de la solución propuesta.

ARTÍCULO 6. EVALUACIÓN DE ESTUDIANTES CON DIVERSIDAD FUNCIONAL O CON NECESIDADES ESPECÍFICAS DE APOYO EDUCATIVO

1. Los sistemas de evaluación se adaptarán a las necesidades específicas de los estudiantes con diversidad funcional, garantizando sus derechos y favoreciendo su inclusión en los estudios universitarios, sin que ello suponga disminución del nivel académico exigido. La Universidad velará por la accesibilidad de herramientas y formatos, en particular, las páginas web y medios electrónicos de las enseñanzas serán accesibles para las personas con discapacidad.

2. En el caso del estudiantado con diversidad funcional o necesidades específicas de apoyo educativo, cualquier recurso evaluador contemplado en la guía docente deberá adaptarse a sus necesidades, de acuerdo a las recomendaciones de la Unidad competente de la Universidad en materia de atención a la diversidad, procediendo los Departamentos y Centros a establecer las adaptaciones metodológicas, temporales y espaciales precisas. El profesorado podrá solicitar apoyo a la citada unidad competente para la implementación de dichas adaptaciones.

3. La revisión de las calificaciones deberá adaptarse a las necesidades específicas del estudiantado con diversidad funcional, procediendo los departamentos, bajo la coordinación y supervisión de la unidad de la Universidad competente en materia de atención a la diversidad, a las adaptaciones metodológicas precisas y, en su caso, al establecimiento de revisiones específicas en función de las necesidades de este estudiantado.

ARTÍCULO 7. DESARROLLO DE LAS PRUEBAS DE EVALUACIÓN

1. Es responsabilidad de los Departamentos, o de la Comisión Académica del Máster, el asegurar las condiciones óptimas para el buen desarrollo de las pruebas.

2. En el caso de que el profesorado responsable de la supervisión de la prueba de evaluación no hubiera comparecido después de treinta minutos del horario fijado para la misma, esta quedará suspendida en ese momento. El Centro, o la Dirección del Departamento o la Coordinación del Máster, en función de lo recogido en la normativa propia del Centro, previo acuerdo con los estudiantes y el profesorado, fijará la nueva fecha y hora de la prueba, debiendo atenderse todas las posibles incidencias que surgieran. Estas circunstancias deberán ser comunicadas inmediatamente al Centro en el caso de que no fuera este quien hubiese gestionado la incidencia.

3. Los estudiantes deberán acudir a las pruebas de evaluación provistos de documentación acreditativa de su identidad, que podrá ser exigida en cualquier momento por el profesorado.

4. En las pruebas de evaluación, profesorado y estudiantes están obligados a observar las reglas elementales de convivencia y a colaborar en todo momento para su correcto desarrollo. El estudiantado podrá utilizar individual o colectivamente los medios permitidos para la realización la prueba, de los que habrá sido informado con suficiente antelación a la misma, con mención expresa de los materiales o artefactos que quedan absolutamente prohibidos. El estudiante que utilice cualquier material fraudulento relacionado con la prueba, o utilice aparatos electrónicos no permitidos (ya sean de audición, audiovisuales, de medición del tiempo, de telefonía móvil...), deberá abandonar el examen, quedando sujeto a las consecuencias previstas en el siguiente apartado. Si algún estudiante necesitara estar comunicado por algún motivo justificado, deberá comunicarlo previamente al profesor, que adoptará las medidas oportunas.

5. El estudiantado está obligado a actuar en las pruebas de evaluación de acuerdo con los principios de mérito individual y autenticidad del ejercicio. Cualquier actuación contraria en este sentido, que quede acreditada por parte del profesorado, dará lugar a la calificación de suspenso en la prueba que realiza, sin perjuicio de la existencia de otras consecuencias añadidas por la falta disciplinaria en la que pudiera haber incurrido. Siempre que el estudiantado afectado así lo solicite, la o el docente responsable de la prueba de evaluación estará obligado a presentar un informe a la Dirección del Departamento o a la Coordinación del Máster, que contendrá la descripción de las circunstancias que concurrieron y los efectos en la calificación, pudiendo adjuntar a él las evidencias documentales que estimase oportunas para la constatación de los hechos referenciados.

6. En las pruebas de evaluación orales el profesorado deberá dejar constancia escrita de las cuestiones o tareas evaluadas, señalando los aciertos y los errores de las respuestas del estudiantado. Así mismo, para aquellas pruebas orales de evaluación cuya ponderación en la calificación final supere el 50% se establecerá un sistema de grabación de carácter interno, para el exclusivo cometido de la evaluación y la revisión, estando absolutamente prohibida su difusión sin el consentimiento de ambas partes. La defensa de los trabajos de finalización de estudios no requerirá la grabación de la misma.

7. Los estudiantes podrán solicitar, de los profesores responsables de la evaluación, un justificante de haberla realizado, donde se hará constar además de la identificación del estudiante, la fecha, el lugar de realización y la hora de comienzo y de finalización.

ARTÍCULO 8. ORIGINALIDAD DE LOS TRABAJOS Y PRUEBAS

1. La Universidad de Málaga fomentará el respeto a la propiedad intelectual y transmitirá a los estudiantes que el plagio es una práctica contraria a los

principios que rigen la formación universitaria.

2. El plagio, entendido como la copia de textos u otros elementos (software, artefactos, diseños, etc.) sin citar su procedencia y dándolos como de elaboración propia, podrá conllevar la calificación de suspenso en la asignatura en la que se hubiera detectado. Esta consecuencia debe entenderse sin perjuicio de las responsabilidades disciplinarias en las que pudieran incurrir los estudiantes que plagien.

3. El profesorado podrá exigir que en los trabajos y materiales entregados por el estudiantado se incluya una declaración explícita en la que se asuma la originalidad de los mismos, entendida en el sentido de que no se han utilizado fuentes sin citarlas debidamente.

4. El profesorado responsable de la tutorización de los Trabajos Fin de Grado y Trabajos Fin de Master deberán velar por la originalidad de los mismos.

ARTÍCULO 9. CONSERVACIÓN DE LAS EVIDENCIAS DE LA EVALUACIÓN

1. Todas las evidencias de la evaluación serán conservadas por el profesor hasta la finalización del curso siguiente a aquél en el que fueron realizadas. Transcurrido este plazo las evidencias de la evaluación podrán ser destruidas con las debidas garantías.

2. Si se hubiere interpuesto algún recurso, los documentos afectados deberán conservarse hasta su resolución firme.

3. En caso de pérdida, robo o destrucción accidental de documentos o materiales correspondientes a la evaluación, el docente afectado informará inmediatamente de este hecho a la Dirección del Departamento o a la Coordinación del Máster, quién dará traslado a la Dirección del Centro para que arbitre el procedimiento de resolución de los conflictos que tal circunstancia pudiera haber causado.

Si la pérdida, robo o destrucción accidental sucediera previamente a la corrección, se repetirá la prueba o pruebas de evaluación afectadas. Esta circunstancia deberá ser comunicada inmediatamente por el docente a la Dirección del Departamento o a la Coordinación del Máster, que darán traslado de inmediato a la Dirección del Centro, debiendo ésta intervenir en la solución de cualquier conflicto originado por esta situación.

Si la perdida ocurriese después de realizar la corrección y antes del procedimiento de revisión, el estudiantado tendrá derecho a repetir la prueba en cuestión, presentando la solicitud pertinente. En este caso la calificación que le corresponderá será la obtenida en la repetición de la prueba.

4. El profesorado responsable de la supervisión de la prueba de evaluación deberá controlar la recepción de la misma, a través de los medios que estime oportunos, de forma que se garantice la existencia de un registro que constate

la entrega del ejercicio.

CAPÍTULO III. CONVOCATORIAS

ARTÍCULO 10. CONVOCATORIAS DE EVALUACIÓN

1. En cada curso académico, el estudiantado tienen derecho a la utilización de un máximo de dos convocatorias en cada una de las asignaturas en las que se encuentre matriculado, en cualquiera de las combinaciones de todas las posibles convocatorias que se contemplan (primera convocatoria ordinaria, segunda convocatoria ordinaria, convocatoria extraordinaria, convocatoria extraordinaria por finalización de estudios)

2. La evaluación en la segunda convocatoria ordinaria deberá entenderse como procedimiento de recuperación de la evaluación continua desarrollada en la primera convocatoria ordinaria y deberá permitir evaluar el 100% de la asignatura. Si el carácter específico de alguna competencia evaluada o de algún recurso evaluador utilizado durante el proceso de la evaluación continua en la primera convocatoria ordinaria, impidiera repetir el procedimiento evaluador en la citada convocatoria, se podrán tener en cuenta las calificaciones ya obtenidas en esos casos, ponderándolas debidamente para la segunda convocatoria ordinaria, de forma que en ningún caso se impida que los estudiantes puedan alcanzar el aprobado. Estas circunstancias específicas deberán justificarse en la guía docente de la asignatura. No obstante, la guía docente podrá contemplar la realización de una evaluación única final en la segunda convocatoria ordinaria, para ser ofrecida al estudiante como una opción alternativa.

Lo expuesto hasta aquí en este apartado no será de aplicación en las asignaturas de prácticas curriculares, entendiendo que para obtener en ellas el aprobado será imprescindible la asistencia al centro, entidad, departamento o servicio donde se desarrollen, acreditando la participación exigida en ese contexto, así como en las actividades académicas vinculadas.

3. La guía docente de cada asignatura deberá recoger el procedimiento de evaluación, perfectamente detallado, tanto para las convocatorias ordinarias como para las extraordinarias.

ARTÍCULO 11. CONVOCATORIAS ORDINARIAS

Las dos convocatorias ordinarias serán aplicables a todo el estudiantado y estarán basadas preferentemente en la evaluación continua del estudiante.

ARTÍCULO 12. CONVOCATORIA EXTRAORDINARIA

La convocatoria extraordinaria será únicamente aplicable al estudiantado que ya hubiese estado matriculado anteriormente en la misma asignatura y en la misma titulación en la Universidad de Málaga. Para hacer uso de ella el estudiantado deberá solicitarla siguiendo el procedimiento reglado por el Centro.

ARTÍCULO 13. CONVOCATORIA EXTRAORDINARIA PARA LA FINALIZACIÓN DE ESTUDIOS

La convocatoria extraordinaria para la finalización de estudios será únicamente aplicable al estudiantado que ya hubiese estado matriculado anteriormente en las respectivas asignaturas en la misma titulación en la Universidad de Málaga, y que le reste un máximo de dieciocho créditos para la conclusión de sus estudios. La convocatoria extraordinaria para la finalización de estudios también se podrá aplicar al Trabajo Fin de Grado aun cuando este reúna más de 18 créditos, siempre que esta sea la única asignatura que reste para la conclusión de los estudios. Esta convocatoria extraordinaria en ningún caso será aplicable a las Prácticas Curriculares.

ARTÍCULO 14. DOCENTE, O EQUIPO DOCENTE, RESPONSABLE DE LA CONVOCATORIA

Las convocatorias ordinarias serán evaluadas y calificadas por el docente, o equipo docente en su caso, responsable de las correspondientes asignaturas, en el curso académico en cuyo ámbito temporal se efectúa la realización de la convocatoria, de acuerdo con la respectiva Programación Docente.

ARTÍCULO 15. CALENDARIO DE CONVOCATORIAS DE EXAMEN

1. El Calendario Académico de cada curso fijará con carácter general para todas las titulaciones oficiales impartidas en la Universidad de Málaga, el período en que se deberán producir las pruebas correspondientes a las convocatorias ordinarias y extraordinarias, en función de la respectiva organización temporal de las enseñanzas.

2. Las convocatorias ordinarias deberán concluir después del período docente de las respectivas asignaturas.

3. Ni la convocatoria extraordinaria, ni la convocatoria extraordinaria por finalización de estudios, podrán celebrarse al mismo tiempo que una convocatoria ordinaria de la misma asignatura.

4. Con anterioridad al inicio del período oficial de matriculación de estudiantes de cada curso académico, los órganos responsables de la organización de los correspondientes estudios fijarán para cada asignatura, y en su caso para cada uno de los grupos de docencia en que esta se divida, las fechas de celebración de cada una de las correspondientes convocatorias ordinarias. Inmediatamente después de cerrado el plazo para las solicitudes de convocatorias extraordinarias de finalización de estudios, se fijarán las fechas de las

convocatorias extraordinarias y de las extraordinarias por finalización de estudios. Esta información se hará pública a través de la web de los respectivos Centros.

5. Cualquier modificación en la información publicada a la que se refiere el punto anterior exigirá su aprobación expresa por el órgano responsable y deberá publicarse con una antelación mínima de un mes a la nueva fecha propuesta para la celebración de la convocatoria.

ARTÍCULO 16. UTILIZACIÓN DE LAS CONVOCATORIAS

Únicamente se considerará no utilizada una convocatoria cuando el estudiante no realice las actuaciones que a tal efecto se indiquen en el Sistema de Evaluación, y en tales casos se hará constar en acta la expresión "no presentado". Cuando la evaluación se sustancie mediante la evaluación única final, la sola presentación a esta supondrá el agotamiento de la convocatoria. En los casos de evaluación continua, la guía docente detallará el porcentaje de la evaluación ya realizada que implicará el agotamiento de la convocatoria.

CAPÍTULO IV. CALIFICACIÓN DEL PROCESO DE EVALUACIÓN

ARTÍCULO 17. SISTEMA DE CALIFICACIONES

1. Los resultados de la evaluación de los estudiantes en una determinada convocatoria serán calificados con un valor numérico, expresado con un decimal, dentro de una escala cuyo valor mínimo es de 0 puntos y su valor máximo es de 10 puntos. En caso de evaluaciones con más de un decimal, la calificación final se efectuará por redondeo.

2. El profesor, o equipo docente en su caso, responsable de la evaluación podrá otorgar la mención de "Matrícula de Honor" a estudiantes que hayan obtenido una calificación igual o superior a 9 puntos. El número de menciones no podrá exceder del cinco por ciento de los estudiantes matriculados en el correspondiente grupo de docencia, en el respectivo curso académico, salvo que el número de alumnos matriculados sea inferior a veinte, en cuyo caso se podrá conceder una sola mención. A los únicos efectos de determinar el número de menciones que resulta posible conceder, se podrán computar conjuntamente el número de estudiantes matriculados en los grupos de docencia de una misma asignatura que tengan asignado un mismo profesor responsable, o equipo docente en su caso.

3. En el expediente académico de los estudiantes se harán constar las calificaciones numéricas obtenidas junto con su correspondiente calificación cualitativa, de acuerdo con la siguiente equivalencia: De 0 a 4'9 puntos: Suspenso. De 5 a 6'9 puntos: Aprobado. De 7 a 8'9 puntos: Notable. De 9 a 10 puntos: Sobresaliente. Asimismo, en su caso, se hará constar las menciones de "Matrícula de Honor" obtenidas.

ARTÍCULO 18. EMISIÓN Y MODIFICACIÓN DE ACTAS DE CALIFICACIONES

1. Sin perjuicio de lo dispuesto en el artículo 10 de las presentes normas, para cada una de las convocatorias de exámenes, tanto ordinarias como extraordinarias, realizadas en un curso académico, correspondientes a las asignaturas que integran los respectivos planes de estudios, y para cada uno de los grupos de docencia constituidos, el profesor, o equipo docente en su caso, responsable del respectivo grupo emitirá un acta en la que consten las calificaciones otorgadas a quienes han utilizado la respectiva convocatoria así como la referencia a quienes no han hecho uso de ella, y, en su caso, las menciones de "Matrícula de Honor" otorgadas.

2. Las calificaciones de las pruebas de evaluación correspondientes a cada una de las convocatorias en cada asignatura, deberán será publicadas, a través de los medios electrónicos dispuestos por la Universidad de Málaga, en el plazo máximo de 15 días hábiles desde la fecha de realización de las mismas en la primera convocatoria ordinaria, con la excepción de las pruebas de evaluación correspondientes a grupos conformados por mas de 84 estudiantes, que en este caso dispondrán de un plazo máximo de 19 días hábiles. El plazo máximo para la publicación de las calificaciones en la segunda convocatoria ordinaria y en las extraordinarias será de 10 días hábiles desde la fecha de realización de las mismas.

3. Las mencionadas actas, una vez cumplimentadas y firmadas por el respectivo profesor, o equipo docente, responsable, se entregarán en la correspondiente unidad administrativa, en el plazo máximo de 20 días hábiles a contar desde la fecha de celebración de la actividad evaluadora de la asignatura, fijada y publicada a por el órgano correspondiente con anterioridad al inicio del período oficial de matriculación, utilizando la aplicación informática diseñada al efecto. En el caso de las actas relativas a grupos conformados por mas de 84 estudiantes, el plazo máximo será de 24 días hábiles. El incumplimiento del citado plazo deberá ser notificado por el Centro a la Secretaría General de la Universidad de Málaga para su traslado al órgano competente en materia de inspección de servicios, a los efectos que resulten procedentes.

4. Los profesores, o equipos docentes en su caso, que detecten la existencia de errores materiales o de hecho en el contenido de las actas que hayan emitido, deberán ponerlo en conocimiento de la unidad administrativa en la que se custodia la correspondiente acta. En el supuesto de que la corrección a efectuar no cause perjuicio a la situación académica del estudiante, se admitirá la realización de la diligencia de modificación por parte del correspondiente profesor; y en caso contrario, se pondrá en conocimiento de la Secretaría General de la Universidad de Málaga, al objeto de que ésta determine el procedimiento a seguir para efectuar la oportuna rectificación y, en su caso, inicie el procedimiento para la declaración de nulidad.

ARTÍCULO 19. REVISIÓN DE LAS CALIFICACIONES

1. Los estudiantes tienen derecho a una revisión de las pruebas de evaluación correspondientes a las convocatorias utilizadas. El profesorado responsable de la prueba de evaluación estará obligado a revisar la corrección de la misma dentro del plazo comprendido entre 2 y 6 días hábiles tras la publicación de las calificaciones y en presencia del alumno, así como a efectuar las correcciones a que hubiere lugar tras la revisión, sin que estas puedan suponer un decremento de la calificación comunicada, salvo caso de error manifiesto. A estos efectos, el profesorado responsable deberá hacer público, junto con las calificaciones de la prueba de evaluación y a través de los medios electrónicos dispuestos por la Universidad de Málaga, el lugar, fecha y hora en que se procederá a la revisión. La mera presencia del estudiantado en el espacio fijado por el docente para la revisión de la prueba, requiriendo la misma, deberá entenderse como la solicitud de ella.

Dentro de los 30 días hábiles siguientes a la fecha de firma del acta de la asignatura, los estudiantes podrán, de forma individual o colectiva, iniciar el proceso de reclamación previsto en el artículo 149 de los Estatutos de la Universidad de Málaga, mediante escrito dirigido a la Comisión Académica y de Calidad del respectivo Centro, cuando consideren que se ha producido un incumplimiento del correspondiente programa académico, que ha existido un defecto de forma en la realización de las pruebas o en el procedimiento de revisión de éstas, o que exista un desacuerdo motivado con la calificación obtenida. La instrucción y resolución de dicho procedimiento de reclamación se efectuará con arreglo a los plazos y requerimientos establecidos con carácter general por la legislación en materia de procedimiento administrativo.

2. El estudiantado que no pueda concurrir al procedimiento de revisión en la fecha fijada, por enfermedad u otra causa grave o de fuerza mayor, debidamente acreditada, podrá solicitar a la Dirección del Departamento o a la Coordinación del Máster una nueva fecha de revisión, quienes valorarán la gravedad de la situación y la importancia de la solicitud, y podrán indicar al responsable de la coordinación de la asignatura que ofrezca una fecha alternativa.

CAPITULO V. LA EVALUACIÓN COMPENSATORIA

ARTÍCULO 20. EVALUACIÓN COMPENSATORIA

La Evaluación Compensatoria es aquella cuyo cometido es valorar, a petición del estudiante, su aptitud global para recibir el título correspondiente cuando por los mecanismos habituales no haya podido aprobar una de las asignaturas de las que consta su plan de estudios.

ARTÍCULO 21. REQUISITOS PARA CONCURRIR A LA EVALUACIÓN COMPENSATORIA

El estudiantado que cumpla los siguientes requisitos podrá solicitar la

aplicación del proceso de evaluación compensatoria, regulado en el presente artículo, a una asignatura del respectivo plan de estudios:

a) Le reste un máximo de 18 créditos para finalizar los estudios correspondientes a la titulación oficial a la que pertenece la asignatura cuya evaluación compensatoria se solicita.

b) Haya agotado 4 convocatorias de una asignatura de primer o segundo curso; 3 convocatorias de una asignatura de tercer curso en titulaciones de cuatro años, y de tercero, cuarto o quinto curso en titulaciones de seis años; y de 2 convocatorias de una asignatura de último curso, cuya evaluación compensatoria se solicita.

c) Tenga superado en la Universidad de Málaga al menos el 60% de los créditos de la respectiva titulación.

d) No haya utilizado previamente esta evaluación compensatoria, o procedimiento similar, en ninguna otra Universidad para la misma titulación.

ARTICULO 22. CRITERIOS DE ACTUACIÓN EN LA RESOLUCIÓN DE LAS SOLICITUDES DE LA EVALUACIÓN COMPENSATORIA

1. La solicitud de esta evaluación compensatoria no requerirá estar matriculado de la asignatura en cuestión.

2. La citada evaluación compensatoria se podrá obtener una sola vez por cada titulación y estudiante.

3. La evaluación compensatoria no podrá ser aplicada a las prácticas externas y prácticas clínicas, ni a los Proyectos fin de carrera, Trabajo Fin de Grado o Trabajo Fin de Máster.

4. La resolución de las solicitudes de evaluación compensatoria admitidas a trámite se producirá mediante la adopción de uno de los dos siguientes acuerdos: "Aprobado (5) por evaluación compensatoria" o "No procede la superación por evaluación compensatoria". En el primero de los casos, se hará constar la mencionada calificación en el expediente académico del respectivo estudiante, y se considerará superada la asignatura a todos los efectos, sin que dicha calificación quede vinculada a ninguna convocatoria de examen. En el segundo de los casos, no se efectuará anotación alguna en el expediente académico del interesado.

5. La citada resolución será adoptada por el Decano/a o Director/a del Centro organizador de las respectivas enseñanzas, de acuerdo con el siguiente criterio:

Únicamente procederá adoptar el acuerdo de "Aprobado (5) por evaluación compensatoria" para aquellas solicitudes en las que concurran los dos siguientes requisitos:

a) Que la nota media del expediente académico del solicitante, en la respectiva titulación, calculada de acuerdo con las normas procedimentales establecidas por la Universidad de Málaga sea igual o superior a 5,5 puntos.

b) Que la media aritmética de los porcentajes que el conjunto de "suspensos" y "no presentados" representan sobre el total de estudiantes matriculados en cada una de las convocatorias ordinarias donde el solicitante ha obtenido la calificación de "suspenso", sea superior al 40%.

DISPOSICIÓN ADICIONAL PRIMERA. CENTROS ADSCRITOS

La aplicación de las presentes normas en los estudios impartidos correspondientes a titulaciones de carácter oficial impartidas en centros adscritos a la Universidad, se efectuará de acuerdo con las previsiones contenidas en el respectivo convenio de adscripción.

DISPOSICIÓN ADICIONAL SEGUNDA. MENCIONES DE "MATRÍCULA DE HONOR" EN PROGRAMA DE MOVILIDAD SICUE-SÉNECA

Las menciones de "Matrícula de Honor" otorgadas en otras universidades españolas a estudiantes de la Universidad de Málaga, en estudios realizados a través del Programa de Movilidad "SICUE-Séneca", se anotarán en sus respectivos expedientes académicos y no supondrán ninguna minoración del número de menciones que resulte posible otorgar de acuerdo con las previsiones del artículo 7.

Las menciones de "Matrícula de Honor" otorgadas en la Universidad de Málaga a estudiantes de otras universidades españolas, en estudios realizados a través del Programa de Movilidad "SICUE-Séneca", no supondrán ninguna minoración del número de menciones que resulte posible otorgar de acuerdo con las previsiones del artículo 17.

DISPOSICIÓN DEROGATORIA

A partir del curso 2020/2021 quedan derogadas las Normas Reguladoras de la Realización de las Pruebas de Evaluación del Rendimiento Académico de los Estudiantes, aprobadas por Consejo de Gobierno el 18 de diciembre de 2009 y sus posteriores modificaciones aprobadas en los Consejos de Gobierno de 9 de octubre de 2012, de 19 de junio de 2013, y de 26 de julio y de 20 de diciembre de 2016.

DISPOSICIÓN FINAL

Las presentes normas entrarán en vigor en el curso académico 2020/2021

ANEXO I

Los sistemas de evaluación continua del aprendizaje del estudiante podrán construirse con la combinación de algunas de las actividades siguientes u otras de carácter similar:

- Trabajos individuales o grupales (proyectos, diseños, ensayos, informes, investigaciones, resolución de casos…).
- Valoración de ejercicios concretos, individuales y/o grupales, que se proponen y realizan durante el desarrollo de la materia (solución de problemas, análisis de texto, prácticas concretas …).
- Participación en clase.
- Participación a través del Campus Virtual.
- Ejecución de portafolios.
- Ejecución del diario del estudiante.
- Presentación pública de producciones, individuales o grupales.
- Entrevistas, individuales y/o en pequeño grupo, sobre el proceso de aprendizaje del alumnado.
- Valoración de la asistencia a eventos de carácter académico, científico, y/o cultural.
- Pruebas de adquisición de conocimientos.

Annex # 8

Academic staff CVs

Europa-Universität Flensburg

Université de Strasbourg

Annex 8: Academic Staff's CV

Europa-Universität Flensburg 2
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Dr. Tobias Nanz 8
Dr. Andriatiana Ranjakasoa 9
Martin Gärtner 10
Jan Rhein 11
Université de Strasbourg 12
Prof. Anne Bandry-Scubbi 12
Prof. Emmanuel Béhague 13
Prof. Emmanuelle Sempère 14
Dr. Jean-Paul Meyer 15
Dr. Marie-Hélène Maux 16
Susanne Marten 17
Universidad de Málaga 18
Dr. Juan Antonio Perles Rochel 18
Dr. Chantal Pérez Hernández 19
Dra. Sara Robles Ávila 20
Dr. M. Rosario Arias-Doblas 21
Dr. Carmen Cortés Zaborras 22
Dr. Carmen González-Román 23
Juan Francisco Martos Montiel 24
Dr. Rocío García Jiménez 25

Europa-Universität Flensburg

Prof. Dr. Margot Brink

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Professional status *(e.g. full professor, research assistant …)*	
Full professor	
Function and role in the study programme *(e.g. teacher, coordinator …)*	
Teacher	
Main foci in teaching and research	
1	Francophone Literatures and Cultures of the Present and Early Modern Periods in a European and Postcolonial Context
2	Concepts of community since modernity
3	Literary gender debates and constructions
4	Avant-gardes of the 20th century
5	Cultural transfer, Trans- and interculturality
Recent publications *(most recent or most pertinent publications)*	
1	Margot Brink (Hg.), Dossier: Les frontières d'Europe dans l'océan Indien: Interventions culturelles autour de Mayotte, in: *Lendemains. Études comparées sur la France* Nr. 178/179, 2020, 87 Seiten
2	„Europe postcoloniale dans l'océan Indien: Mutisme communicatif et interventions littéraires", in: *Lendemains. Études comparées sur la France* Nr. 178/179, 2020, 35-47
3	„Gabrielle Suchon (1632-1703): Philosophie weiblicher Freiheit zwischen Tradition und Moderne", in: Marina Ortrud M. Hertrampf (Hg.), *Femmes de lettres – Europäische Autorinnen des 17. Und 18. Jahrhunderts*, Berlin: Frank & Timme 2020, 85-109
4	„Literaturen der Welt als gemeinsame Herausforderung der Literaturwissenschaft und Literaturdidaktik", in: Andreas Grünewald, Meike Hethey, Karen Struve (Hg.), *KONTROVERS: Literaturdidaktik meets Literaturwissenschaft*, Trier: Wissenschaftlichen Verlag Trier (Studien zur Fremdsprachendidaktik und Spracherwerbsforschung) 2020,77-94
5	Margot Brink, *Topoi der EntSagung: Konzepte, Schreibweisen und Räume der Liebes- und Eheverweigerung in der romanischen Literatur der Frühen Neuzeit,* Würzburg: Königshausen & Neumann 2015

Prof. Dr. Cordula Neis

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Professional status	
Full professor	
Function and role in the study programme	
Teacher	
Main foci in teaching and research	
1	Historiography of Linguistics and Philosophy of language
2	History
3	Writing systems and History of Writing
4	Linguistic Problems of Translation
5	Didactics of Romance Languages
Recent publications	
1	„Krieg und Frieden im Chanson – Ein Beitrag zur Friedenserziehung im Französischunterricht)“. International Journal of Latest Research in Humanities and Social Science (IJLRHSS) Volume 2021.
2	“Francesco Soave et la question de l’Académie de Berlin (1771)”. International Journal of Latest Research in Humanities and Social Science (IJLRHSS) Volume 04 - Issue 01, 2021. pp. 48-59. (Link: http://www.ijlrhss.com/current%20issue.html).
3	“Feral children and the origin-of-language debate in the eighteenth century”. International Journal of Latest Research in Humanities and Social Science (IJLRHSS) Volume 3 - Issue 12, 2020. pp. 37-47. (Link: http://www.ijlrhss.com/paper/volume-3-issue-12/8-HSS-880.pdf).
4	“Georges Brassens: Les deux oncles - Klischees in der Chanson-Didaktik”. Aux frontières de l’autre. Kulturdidaktische und kulturwissenschaftliche Studien zu medialen Stereotypen. Herausgegeben von Kathleen Plötner und Marc Blancher. Berlin: Peter Lang. 2019: 25-48.
5	“Von kleinen Gespenstern, Gurkenkönigen und Konservenkindern: Probleme der Übersetzung deutschsprachiger Kinder- und Jugendliteratur in die romanischen Sprachen“. apropos [Perspektiven auf die Romania]; 1. 2018: 63-87. DOI:https://doi.org/10.15460/apropos.1.1264.

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Professional status	
Full professor	
Function and role in the study programme	
Teacher	
Main foci in teaching and research	
1	European Media Studies
2	Europe: Media and Cold War
3	Geo-Media
4	Memory Studies: European discourses of commemoration
5	Gender and Media
Recent publications	
1	Hedwig Wagner (Hg.): Europäische Medienwissenschaft. Zur Programmatik eines Fachs. Bielefeld: transcript 2020, https://www.transcript-verlag.de/978-3-8376-4557-6/europaeische-medienwissenschaft/
2	zus. m. Elisabeth Le, Luciana Radut-Gaghi, Alida Siletti (eds.): Media Discourse of Commemoration - The Centenary of World War One in Europe. [=Postdisciplinary Studies in Discourse]. Basingstoke: Palgrave Macmillan 2022
3	Die Darstellung der konfliktreichen Vergangenheit Europas in online-Medien; hrsg. v. Hedwig Wagner und Ekaterina Aleshina; Pensa: Universitätsverlag 2019/ Хэдвиг Вагнер, Екатерина Алёшина: Отражение прошлого Европы в онлайн-медиа; Пенза 2019
4	« De la communication mondiale à la culture médiatique européenne. » In: France-Allemagne. Incommunications et convergences; hrsg. v. Gilles Rouet und Michaël Oustinoff. Les Essentiel d'Hermès. Paris: CNRS Éditions 2018, S.91-100
5	Zus. m. Sarah Cordonnier: « L'interculturalité académique entre cadrages et interstices.» In: France-Allemagne. Incommunications et convergences; hrsg. v. Gilles Rouet und Michaël Oustinoff. Les Essentiel d'Hermès. Paris: CNRS Éditions 2018, S.169-182

Prof. Dr. Marco Bosshard

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Professional status	
Full professor	
Function and role in the study programme	
Teacher	
Main foci in teaching and research	
1	Spanish and Latin American literatures
2	Historical avant-garde movements
3	Epic poetry in Romance languages
4	Book fairs and book markets
5	Literary representations of World War II in Spanish, Portuguese and Latin American literatures
Recent publications	
1	*Globalisierte Erinnerungskultur. Darstellungen von Nationalsozialismus, Holocaust und Exil in peripheren Literaturen*. Ed. with Iulia-Karin Patrut. Bielefeld: Transcript, 2020. (296 pp.)
2	*Las ferias del libro como espacios de negociación cultural y económica*. Vol. I: *Planteamientos generales y testimonios desde España, México y Alemania*. Ed. with Fernando García Naharro. Frankfurt am Main/Madrid: Vervuert/Iberoamericana, 2019. (296 pp.).
3	*Epische Versdichtung im Frankreich des 19. Jahrhunderts zwischen Oralität, Auralität und Literalität*. Ed. of a dossier in: *Lendemains. Études comparées sur la France*, vol. 41, no. 164, 2016. (106 pp.)
4	*Churata y la vanguardia andina*. Lima: Centro de Estudios Literarios Antonio Cornejo Polar (CELACP)/Latinoamericana Editores, 2014. (256 pp.)
5	*La reterritorialización de lo humano. Una teoría de las vanguardias americanas*. Pittsburgh: Instituto Internacional de Literatura Iberoamericana (IILI), 2013. (444 pp.)

Prof. Dr. Eva Gugenberger

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Professional status	
Full Professor	
Function and role in the study programme	
Teacher	
Main foci in teaching and research	
1	Historical and migration-related language contact and multilingualism (in the Ibero-Romance language area)
2	Sociolinguistics and Language varieties of Spanish
3	Minor and minority languages (especially Galician, Quechua), language revitalization
4	Language and discourse in popular musical genres (with a special focus on hip hop)
5	Inter- and transcultural communication
Recent publications	
1	"Desde la asimilación hasta el transnacionalismo: dinámicas lingüístico-migratorias y cambios de paradigma en su estudio", in: *Lengua y Migración 12,* 2020, 13-38.
2	"La *performance* de las lenguas indígenas e inmigrantes de Latinoamérica en los nuevos medios: aportes a la revitalización lingüística en dos casos ilustrativos", in: Haboud, Marleen (coord.): *Lenguas en contacto: Desafíos en la diversidad 1.* Quito: Centro de Publicaciones PUCE, 2019, 467-512.
3	„Sprachenpolitik", in: Maihold, Günther/ Sangmeister, Hartmut/ Werz, Nikolaus (Hg.): Lateinamerika. Handbuch für Wissenschaft und Studium. Baden-Baden: Nomos, 2019, 601-613.
4	"¿Cómo traducir el lunfardo al alemán? El reto de la variación lingüística en la traducción audiovisual", in: Krause, Sabine/ Flagner, Heide (eds.): *Linguistic and Cultural Transfer – topographical, virtual, medial/ Sprach- und Kulturtransfer – topografisch, virtuell, medial. Linguistik Online*, Bd. 86, Nr. 7, 2017, 39-55.
5	Eva Gugenberger/ Clare Mar-Molino (Hg.): Migración de retorno y migración transnacional en, desde y hacia el espacio iberorrománico. Sección temática 1-2018 de la Revista Internacional de Lingüística Iberoamericana (RILI), 2018.

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Full Professor, Vice President for Studies, Teaching and Digitalisation	
Function and role in the study programme	
Teacher	
Main foci in teaching and research	
1	Literature- and cultural studies on Europe
2	Migration, transeuropean literature
3	Postcolonial and gender studies
4	Inclusion / Exclusion; literature and knowledge
5	German-Jewish literature
Recent publications	
1	(gemeinsam mit Wolfgang Johann und Reto Rössler): Transformationen Europas im 20. und 21. Jahrhundert. Zur Ästhetik und Wissensgeschichte der interkulturellen Moderne. Bielefeld: transcript 2019 (= Interkulturalität. Studien zu Sprache, Literatur und Gesellschaft).
2	Globalisierte Erinnerungskultur. Darstellungen von Nationalsozialismus, Holocaust und Exil in peripheren Literaturen. [erscheint 2020 im transcript Verlag, mit M. Bosshard].
3	Poetiken des Übergangs. Sonderausgabe der ZiG (Zeitschrift für interkulturelle Germanistik) 4/2019.
4	(gemeinsam mit Herbert Uerlings): Postkolonialismus und Kanon. Bielefeld: Aisthesis 2012. (= Postkoloniale Studien in der Germanistik, Bd. 2).
5	(gemeinsam mit Herbert Uerlings): Inklusion/Exklusion und Kultur. Theoretische Perspektiven und Fallstudien von der Antike bis zur Gegenwart [Synthesepublikation des SFB 600]. Köln: Böhlau 2013.

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Research Assistant	
Function and role in the study programme	
Teacher	
Main foci in teaching and research	
1	Media Theory and History
2	Cultural Techniques
3	Cold War Media
4	Media and Politics
5	Methodology: Discourse Analysis, (Post-)Structuralism, Actor-Network Theory
Recent publications	
1	"Botschaften im Kriegsfilm. Rauschen als Indikator von Leben und Tod", in: Lars Nowak (ed.), *Kriegsmedien im Spielfilm*, Wiesbaden (accepted).
2	"Der Kalte Krieg und sein Wetter", in: Urs Büttner/Dorit Müller (eds.), *Climate Engineering*, Vol. 3 of *Dritte Natur*, Berlin 2021 (together with Johannes Pause).
3	"The Red Telephone. A Hybrid Object of the Cold War", in: Lars Koch/Tobias Nanz/Johannes Pause (eds.), *Disruption in the Arts. Textual, Visual, and Performative Strategies for Analyzing Societal Self-Descriptions*, Berlin/Boston 2018, 275-289.
4	"Aesthetic Experiments. On the Event-Like Character and the Function of Disruptions in the Arts", in : Lars Koch/Tobias Nanz/Johannes Pause (eds.), *Disruption in the Arts. Textual, Visual, and Performative Strategies for Analyzing Societal Self-Descriptions*, Berlin/Boston 2018, 3-24 (together with Lars Koch).
5	"Vor dem Atomkrieg. Zum Ereignis in Stanley Kubrick *Dr. Strangelove* und *The Delicate Power of Balance*, in: *Zeitschrift für deutsche Philologie*, Sonderheft: *Ereignis Erzählen*, eds. Anna Häusler/Martin Schneider, Berlin 2016, S. 193-205.

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Professional status	
Research Assistant	
Function and role in the study programme	
Teacher	
Main foci in teaching and research	
1	Language practice
2	Literature and civilisation
3	Translation (German/French)
4	Foreign language didactic
5	Media didactics
Recent publications	
1	„L'immigration clandestine des Malgaches vers l'île de Mayotte. Une analyse d'articles de presse et de quelques œuvres de David Jaomanoro". *Les frontières d'Europe dans l'océan Indien: Interventions culturelles autour de Mayotte.* Herausgegeben von Margot Brink (erscheint 1. Quartal 2021): 82-94.
2	„DaF-Literaturunterricht - im Zeichen der Digitalisierung". *Zielsprache Deutsch* 46 – 2, 2019. pp. 41-59.
3	„DaF-Unterricht im Zeichen der Identitätsentwicklung – "Alles geht" mit oder ohne "Deutschcreme"?" *gfl-journal* 3, 2016. pp. 28-51.

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Professional status	
Research Assistant	
Function and role in the study programme	
Teacher	
Main foci in teaching and research	
1	History of Romance Languages
2	Language and Society, especially in France
3	Language policies, especially in France, Spain
Recent publications	
1	not printed yet (2x), or still in the peer-review process (1x)

Jan Rhein

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Professional status	
Research Assistant	
Function and role in the study programme	
Teacher	
Main foci in teaching and research	
1	French/francophone literature (19th/20th century, contemporary literature)
2	Intermediality (literature / museum, literature / film)
3	Comparative Literature
4	German-French cultural relations
5	Didactics of literary translation
Recent publications	
1	Matteo Anastasio/Jan Rhein (ed.): *Transitzonen zwischen Literatur und Museum*. Berlin: De Gruyter 2021. (in print)
2	Jan Rhein: "Serielles Erleben und serielles Erzählen. Die *génération y* in *Bref*, *Bloqués* und *Il revient quand Bertrand ?*", in: Julien Bobineau/Markus Schleich/Jörg Türschmann (ed.): *TV-Serien in der Romania*, Wiesbaden: Springer VS 2021. (in print)
3	Jan Rhein: "Räume und Realitäten bei Jean-Philippe Toussaint", in: Julia Brühne/Christiane Conrad von Heydendorff/Cora Rok (ed.): *Neuer Realismus in der Romania*, Göttingen: V&R 2021. (in print)
4	Jan Rhein: "Zwanzig Verlage aus dem subsaharischen Afrika und aus Haiti auf der Frankfurter Buchmesse 2017. Eine Standortbestimmung", in: Marco Thomas Bosshard/Margot Brink/Luise Hertwig (ed.): *Der Frankfurter Buchmesseschwerpunkt "Francfort en français" 2017: Inszenierung und Rezeption frankophoner Literaturen in Deutschland*. In: *Lendemains. Études comparées sur la France* 170/171, 2018, S. 117-128.
5	Jan Rhein: *Flaneure in der Gegenwartsliteratur. Réda, Wackwitz, Pamuk, Nooteboom*, Marburg: Tectum 2010.

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Professional status	
Full professor	
Function and role in the study programme	
Coordinator: Dean of the School of Modern languages (Doyenne de la Faculté des langues)	
Main foci in teaching and research	
1	British literature
2	Advanced language skills
Recent publications	
1	"Chawton Novels Online, Women's Writing 1751-1834 and Computer-Aided Textual Analysis," ABO: Interactive Journal for Women in the Arts, 1640-1830: Vol. 5: Iss. 2, Article 1. DOI: http://dx.doi.org/10.5038/2157-7129.5.2.1
2	« Yes, Novels : Evelina, Cecilia and Belinda, or the Beginning of the Novel of Manners Revisited ». Études anglaises 2.2103 (2013)
3	« Evelina, Lydia, Isabella : quoi de neuf dans le (nouveau) roman anglais féminin à la lumière d'une analyse de corpus ». RSEAA XVII-XVIII HS3 (2013) : 113-31.
4	« Space & Emotions: The Use of Toponyms in Pride and Prejudice ». Georgian Cities, site web, 2014. http://www.18thc-cities.paris-sorbonne.fr/
5	« Avant-propos », RANAM 47 (2014), The Déjà Vu and the Authentic in Anglophone Culture: Contacts, Frictions, Clashes ». 5-10.

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Professional status (e.g. full professor, research assistant …)	
Full professor	
Function and role in the study programme (e.g. teacher, coordinator …)	
Coordinator of the study programme for the department of German studies	
Main foci in teaching and research	
1	contemporary German civilisation
2	cultural history of German-speaking countries
3	Performing arts in the German-speaking countries
Recent publications (most recent or most pertinent publications)	
1	Emmanuel Béhague, Hilda Inderwildi (ed.), Théâtre, peinture et photographie à l'épreuve de l'intermédialité, Cahiers d'études germaniques, n°3/2020.
2	« Dire/Ressentir les frontières sur la scène intermédiale », in : DARROCH Michael, ENGLE Karen, RODNEY Lee, Ressentir (les frontières) / sensing (borders), Intermédialités, n° 34, 2019 (https://www.erudit.org/fr/revues/im/2019-n34-im05439/)
3	Emmanuel Béhague, Pascal Fagot (ed.), La République Démocratique Allemande dans l'espace public européen (1949-2018), Revue d'Allemagne et des pays de langue allemande, n°1/2019.
4	Emmanuel Béhague, Hanna Klessinger, Amélia Valtolina (ed.), GegenWorte-GegenSpiele. Zu einer neuen Widerstandsästhetik in Literatur und Theater der Gegenwart, transcript, Bielefeld, 2018 (dirigé Hanna Klessinger et Amelia Valtolina).
5	« Textur und Spannung. Zum Verhältnis zwischen TextsprecherIn und Text in der zeitgenössischen (Post)dramatik », in : JANKE Pia, KOVACS Teresa (dir.), Postdramatik. Reflexion und Revision, Vienne, Praesens Verlag, 2015, p. 87-95.

Prof. Emmanuelle Sempère

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Professional status *(e.g. full professor, research assistant …)*	
Full professor	
Function and role in the study programme *(e.g. teacher, coordinator …)*	
Teacher; co-coordinator of the study program for the department of French literature	
Main foci in teaching and research	
1	Literature of French enlightenment
2	Marvel and scientific imaginary in fictions
3	Novelists of XVIIIth French century
4	
5	
Recent publications *(most recent or most pertinent publications)*	
1	*De la merveille à l'inquiétude, le registre du fantastique dans la fiction narrative au XVIIIe siècle*, Bordeaux, P.U.B., 2009
2	*Les Bigarrures philosophiques, édition critique en collaboration avec Guilhem Armand, OEuvres complètes de Tiphaigne de La Roche*, dir. Jacques Marx et Yves Citton, Paris, Classiques Garnier, 2019
3	« Les effets merveilleux des couleurs dans *Lamekis* du chevalier de Mouhy (1735-1738) : couleur de la peau et désordre du monde », *Dix-Huitième Siècle*, 51, 2019.
4	« Les aventures de la raison dans *Zadig, Candide* et *L'Ingénu* », *Voltaire et ses contes: nouvelles perspectives critiques.* Zadig, Candide, L'Ingénu, dir. F. Lotterie, revue Textuel, Paris, Hermann, 2019, p. 167-180.
5	*L'Infortuné Napolitain*, édition critique en collaboration avec Érik Leborgne, Paris, Classiques Garnier [2021 in progress]

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Professional status (e.g. full professor, research assistant …)	
Associate professor / Senior lecturer	
Function and role in the study programme (e.g. teacher, coordinator …)	
Dean of the Faculty of French Literature and Language (Faculté des Lettres)	
Main foci in teaching and research	
1	linguistics and didactics of French
2	semiotics
3	visual literacy
4	word and image narrative
5	theory of adaptation
Recent publications (most recent or most pertinent publications)	
1	2021, « Manchette lecteur de Tardi : Du texte à son interprétation ». Dans Ménégaldo, G. & Petit, M., (dir.), Gout du noir. Rennes : PUR, 307-324.
2	2016, « Diffraction de l'image narrative : Sherlock Holmes dans le vitrail ». Dans Machinal, H., Ménégaldo, G. & Naugrette, J.-P., (dir.), Sherlock Holmes : Un nouveau limier pour le 21e siècle, Rennes : PUR, 273-287.
3	2015, « Les aventures de Blueberry en BD : Une sémiographie du western ». Dans Ménégaldo, G. & Guillaud, L., (dir.), Le Western et les mythes de l'Ouest, Rennes : PUR, 532-546.
4	2015, « Aspects idéographiques de l'écriture enfantine. L'empreinte du corps dans le signifiant graphique ». Dans Abel, F., Delbraccio, M. & Petit, M., (dir.), Écriture(s) et psychanalyse : Quels récits ?, Paris : Hermann, 79-96.
5	2014, « Pour une littéracie visuelle », Spirale, 53, 133-144.

Dr. Marie-Hélène Maux

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Professional status	
Maître de Conférences / Senior lecturer	
Function and role in the study programme	
Coordinator of the study programme for the department of Spanish studies	
Main foci in teaching and research	
1	Historiographie linguistique
2	XVIIème siècle : relations France/ Espagne
3	Dialogues et grammaires didactiques
4	Juan de Luna
Recent publications	
1	M-H Maux, M. Zuili [SOUS PRESSE], *Les traductions de la littérature espagnole en Europe (XVIe-XVIIIe siècle) / Las traducciones de la literatura española en Europa (siglos XVI-XVIII),* Paris, L'Harmattan.
2	E. Marigno, M-H Maux, C. Induraín, *Cervantès quatre siècles après : nouveaux objets, nouvelles approches*, Binges, Editions Orbis Tertius, 2017.
3	M-H Maux, « Juan de Luna, autor de diálogos: el *Arte breve y compendiossa* monolingüe y los *Diálogos familiares* », *Revista argentina de historiografía lingüística*, XI, 2, 2019, pp. 153-170. **ISSN 1852-1495**
4	M-H MAUX, "El *dialogo entre un Maestro y un Discipulo* de Juan de Luna. Un titre, trois dialogues: la versión de 1623." *Grammatica e insegnamento lingüístico. Approccio storiografico : autori, modelli, espansioni*, Bologna, Quaderni del Cirsil, 2019, pp. 167-184.
5	M-H Maux, « Estereotipos de franceses y españoles en el diálogo primero de Juan de Luna (1619): una aproximación pragmática », *Analecta Malacitana,* n° monográfico anejos/103, 2019, pp. 241-256.

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Professional status	
Professeur agrégée (lecturer)	
Function and role in the study programme	
Teacher of German as a foreign language, Coordinator International Relations	
Main foci in teaching and research	
1	German as a foreign language
2	Tandem-Language-Learning
3	German litterature, arts, film
Recent publications	
1	"Arbeit ist keine primäre menschliche Eigenschaft", Alexander Kluge : Pluriversum, Musée Folkwang, Essen, 2017, p. 177-191.
2	"Der literarische Pakt. Lesen in Alexander Kluges Die Lücke, die der Teufel lässt", Cahiers d'Études Germaniques 2015/2, no 69, p. 117-126.
3	"Unterirdisch. Außerirdisch. Paris 1940", Langston et al., Vermischte Nachrichten, Alexander Kluge Jahrbuch 1, 2014, 179-192.
4	"Antigone en automne. Le travail du mythe dans le film collectif L'Allemagne en automne", Sauter, Godé, Cahiers d'Études Germaniques, no 56, 2009, p. 253-268.
5	"Leinwand und Richtertisch. Räumlichkeit und Theatralität im Film und vor Gericht in Alexander Kluges Film Abschied von gestern", Dünne, Friedrich, Kramer, Theatralität und Räumlichkeit, 2009, p. 175-195.

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Professional status	
Professor, Dean	
Function and role in the study programme	
Coordinator	
Main foci in teaching and research	
1	American Literature
2	American Studies
3	Cultural Studies
4	Gender Studies
Recent publications	
1	“Paisajes intertextuales en la obra de Philip Roth: ‘The Human Stain’”. En Emilio Ortega Arjonilla (coord.) El Paisaje: percepciones interdisciplinares desde las Humanidades. Editorial Comares, 2018, pags. 169-177.
2	"Newark in la Trilogía Americana de Philip Roth". En Enrique Baena Peña (coord.) Visiones Literarias y Lingüísticas del Paisaje Urbano. Editorial Marcial Pons,2019, pags. 41-72.
3	Sobre la herencia del escritor: Patrimony (1991) de Philip Roth". Peter Lang (en prensa)

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Professional status	
Full Professor	
Function and role in the study programme	
Teacher / Coordinator	
Main foci in teaching and research	
1	Linguistics
2	Applied Linguistics
3	Language Teaching/Learning
4	Digital humanities
Recent publications	
1	Moreno-Ortiz, Antonio Jesús; Pérez-Hernández, M. Chantal. 2016. Extracting Domain-Specific Features for Sentiment Analysis Using Simple NLP Techniques: running shoes reviews En: CILC2016 (EPiC Series in Language and Linguistics, vol. 1). Vol. - 1, pp. 298 - 307.
2	Moreno-Ortiz, Antonio Jesús; Pérez-Hernández, M. Chantal. 2017. Tecnolengua Lingmotif at TASS 2017: Spanish Twitter Dataset Classification Combining Wide-coverage Lexical Resources and Text Features.En: Proceedings of TASS 2017: Workshop on Semantic Analysis at SEPLN. 1, pp. 35 - 42.
3	Moreno-Ortiz, Antonio Jesús; Pérez-Hernández, M. Chantal. 20018. Lingmotif-lex: a wide coverage, State-of-the-Art Lexicon for Sentiment Analysis. En Nicoletta Calzolari et. Al (eds). Proceedings of the Eleventh International Conference on Language Resources and Evaluation. LREC: Paris.
4	Moreno Ortiz, A., Fernández-Cruz, Javier, & Pérez-Hernández, Chantal. 2020. Design and Evaluation of SentiEcon: A fine-grained Economic/Financial Sentiment Lexicon from a Corpus of Business News. Proceedings of the 12th Language Resources and Evaluation Conference, 5067–5074.
5	Moreno-Ortiz, A., Pérez-Hernández, C. & Fernández-Cruz, J. 2020. Análisis de sentimiento basado en corpus. En Parodi, G., Cantos, P. & Howe, L. (eds.) Lingüística de corpus / The Routledge Handbook of Spanish Corpus Linguistics. Londres: Routledge.

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Professional status	
Full professor	
Function and role in the study programme	
Coordinator and teacher	
Main foci in teaching and research	
1	Español como lengua extranjera
2	El español de los medios de comunicación
3	El español en la Red
4	Español normativo
5	Lexicografía
Recent publications	
1	"¿Qué fue de los extranjerismos innecesarios o evitables del DPD en el reciente DRAE23?", *Círculo de Lingüística Aplicada a la Comunicación*, 2017, vol. 71.
2	"La publicidad en Twitter: rasgos coloquiales de un mensaje directo al consumidor", en R. Romojaro, Las Humanidades en el mundo digital, el mundo digital en las Humanidades, Valencia: Tirant Lo Blanc (2019).
3	"Clickbait: la manipulación en la Red", en S. Robles Ávila y A. Moreno Ortiz (2019), *Comunicación mediada por ordenador: la lengua, el discurso y la imagen*, Cátedra, pp. 260-293
4	"Forma y función del titular Clickbait", en L. Alberto Hernando Cuadrado y M.ª Azucena Penas Ibáñez (eds.), *Análisis del discurso y registros del habla*, Madrid, Iberoamericana, 2020, pp. 249-272.
5	"Competencia pluricultural en ELE: de los documentos de referencia a los manuales de español actuales", *Porta Linguarum*, 34, 2020, pp. 125-143.

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Full Professor	
Function and role in the study programme	
Lecturer	
Main foci in teaching and research	
1	Contemporary literature in English
2	Victorian literature and culture
3	Critical theory
4	Gender studies
5	Medical Humanities
Recent publications	
1	Arias, Rosario. "Neo-Victorian Negotiations of Hospitality: an Introduction". Special issue "Neo-Victorian Negotiations of Hostility, Empathy and Hospitality". *European Journal of English Studies (ejes)*, edited by Rosario Arias and Mark llewellyn. 24.3 (2020): 197-207. DOI: https://doi.org/10.1080/13825577.2020.1875978
2	Arias, Rosario. "Sensoriality and Victorian Jewellery in Neo-Victorian Fiction and Culture". *Lectora* 26 (2020): 83-97. Special issue: "Decorating the Body: Gems, Jewellery, and Body Adornments in Literature". ISSN: 1136-5781. DOI: https://doi.org/10.1344/Lectora2020.26.6
3	Arias, Rosario. "The 'Other' Voice in Survivor Narratives: A Gender-Based Approach to the Holocaust". *Human* Diversity *in Context*. Ed. Cinzia Ferrini. Open access. Edizioni Università di Trieste, 2020. 333-47. https://www.openstarts.units.it/handle/10077/30261
4	Arias, Rosario. "Wounded Characters and Vulnerable Lives and Places in Ian McEwan's *Saturday*". *The Wounded Hero in* Contemporary *Fiction: A Paradoxical Quest*. Ed. Susana Onega and Jean-Michel Ganteau. London and New York: Routledge, 2018. 114-30.
5	Arias, Rosario and Martyna Bryla. "Orientation towards Otherness in Social and Literary Spaces of Today's Europe". *Palgrave* Communications 18 (2018) Open Access. https://www.nature.com/articles/s41599-018-0070-3. DOI: 10.1057/s41599-018-0070-3.

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Teacher	
Main foci in teaching and research	
1	Applied Linguistics
2	Discourse analysis
3	General French language
4	Specialised French language
5	Feminist Criticism and Women's Literary Creation
Recent publications	
1	Cortés Zaborras, Carmen y Griffith, Mary. 2021. “Master’s Degree in Equality and Gender”. En Courtney Marsh, Lindsey Anderson y Noël Klima (eds.), *Engaged Learning in Europe.* Amberes, Apeldoorn, Portland. Maklu. 97-115.
2	Cortés-Zaborras, Carmen. 2020. "No Novelties in Paradise: Terror and Destination Image". En Verónica González-Araujo, Roberto-Carlos Álvarez-Delgado y Ángel Sáncho-Rodríguez (eds.), *Ethics in Business Communication. New Challenges in the Digital World*. Bruselas. Peter Lang. 141-158.
3	Cortés Zaborras, Carmen. 2019. "Interprétation et usage de concepts-clés boéciens au fil du temps chez des auteures de langue française”. En Alicia Oïffer-Bomsel, Sophie Conte y María Elena Cantarino Suñer (eds.), *Boèce au fil du temps: La réception de son œuvre et son influence sur les lettres européennes du Moyen Âge à nos jours*. París. Classiques Garnier. 77-94.
4	Cortés Zaborras, Carmen. 2019. 'El blog literario como instrumento de enseñanza-aprendizaje de una lengua extranjera'. En Rosa Romojaro (ed.), *Las Humanidades en el mundo digital / El mundo digital en las Humanidades*. Valencia. Tirant Humanidades. 273-284.
5	Domínguez-García, Laura y Cortés-Zaborras, Carmen. 2019. Territorialidad y frontera: geografía del discurso del sector comunicación e información de la UNESCO. *Revista Internacional de Humanidades* 6 (1). 93-109. doi:10.18848/2474-5022/CGP/v06i01/93-109.

Dr. Carmen González-Román

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Professional status	
Full Professor	
Function and role in the study programme	
Teacher	
Main foci in teaching and research	
1	Art Theory and methodologies
2	Visual culture and performing arts
3	Artistic literature in early modern period (treatises, Ekphrasis…)
4	Digital humanities
5	Scenographic culture in the hispanic context
Recent publications	
1	"Scenographing festivals books. towards a multisensory archive", in von rosen a. & kjellmer, v. (eds.) scenography and art history. London, bloomsbury (coming in 2021).
2	"Teatralidad y performatividad: perspectivas conceptuales-metodológicas para el análisis de las artes visuales y escénicas de los siglos XVI-XVIII" en gonzález-román, C. y macartney, h. (eds.) teatralidad y performatividad de las artes: el contexto hispánico en la europa de los siglos XVI-XVII. bulletin of spanish visual studies 3:2, 2019, pp. 175-186. ISSN: 2474-1604.
3	"From the grotesque to the ephemeral antropomorphic support. blurring the boundaries between body and building", in frommel et alt. (eds.) bauen mit dem menschlichen köper/construire avec le corps humain. Roma, picard/campisano, 2018, pp. 171-183. ISBN: 88-85795-09-9.
4	¿antiguas y nuevas historias del arte? una aproximación crítica a la situación internacional. Málaga, uma editorial, 2017, 166 pp. isbn: 978-84-9747-845-8.
5	"proyectos digitales para la re-creación/re-construcción de la cultura escenográfica y performativa de la Edad Moderna. un estado de la cuestión", en ROMOJARO, R. (ed.). Las humanidades en el mundo digital/el mundo digital en las humanidades. Valencia, tirant lo blanch, 2019, pp. 103-118. ISSN: 978-84-17706-37-1.

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Professional status	
Catedrático de Universidad	
Function and role in the study programme	
Lecturer	
Main foci in teaching and research	
1	Lengua griega
2	Literatura y filosofía griegas
3	Erotismo y sexualidad en Grecia y Roma
4	Tradición clásica
5	Astrología en la Antigüedad
Recent publications	
1	"La *Vida de Rómulo* de Plutarco en la colección de tapices de la Catedral de Sigüenza", en A. Pérez Jiménez (ed.), *Patrimonio filológico: contribuciones y nuevas perspectivas*, Peter Lang, Berna, 2021, pp. 305-329.
2	"Ἀποτροπαϊκά: Από τους πομπηιανούς φαλλούς στους χριστιανικούς σταυρούς", *Pelopas. Interdisciplinary Journal of the University of Peloponnese*, 4.1 (2020) 25.42.
3	"Notas críticas a Vetio Valente, *Antologías* II 37, 17", en J. F. Martos Montiel, C. Macías Villalobos & R. Caballero Sánchez (eds.), *Plutarco, entre dioses y astros. Homenaje al prof. Aurelio Pérez Jiménez de sus discípulos, colegas y amigos*, Libros Pórtico, Zaragoza, 2019, pp. 1277-1288.
4	"Una propuesta de estudio del léxico sexual griego: los textos astrológicos", *Exemplaria Classica. Journal of Classical Philology*, 22 (2018) 13-38.
5	"Sexo y género en los textos astrológicos de la Antigüedad grecolatina", en C. Macías Villalobos, J. Mª Maestre Maestre & J. F. Martos Montiel (eds.), *Europa Renascens. La cultura clásica en Andalucía y su proyección europea*, Libros Pórtico, Zaragoza, 2015, pp. 313-326.

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Professional status	
Full Professor	
Function and role in the study programme	
Teacher	
Main foci in teaching and research	
1	General Translation German-Spanish
2	German Language and Culture for Translation, Interpreting and Cultural Mediation
3	Humanistic Translation English-Spanish
4	Translation Theories
Recent publications	
1	García Jiménez, Rocío. (2018): «De los Grimm al español neutro de la "factoría" Disney: retraducciones, canon y atenuaciones de *Blancanieves* a ambos lados del Atlántico», en Salvador Peña y Juan Jesús Zaro (eds.): *Traducir a los clásicos: entornos y transformaciones.* Granada: Comares. Colección Interlingua, págs. 39-56.
2	García Jiménez, Rocío. (2017): «Song translation and AVT: The same thing?». *Babel*, vol. 63:2, págs. 200-213.
3	García Jiménez, Rocío. (2017): «Los Hermanos Grimm en España y en México: el caso de *Los doce hermanos*», en Juan Jesús Zaro Vera y Salvador Peña Martín (eds.): *De Homero a Pavese. Hacia un canon iberoamericano de clásicos universales.* Kassel; Alemania: Edition Reichenberger, págs. 266-285.
4	García Jiménez, Rocío. (2017): «Traduciendo bajo la lluvia: reflexiones y estrategias sobre la traducción canciones», en Emilio Ortega Arjonilla, Ana Belén Martínez López y Francisca García Luque (eds.): *Cartografía de la traducción, la interpretación y las industrias de la lengua.* Granada: Comares. Colección Interlingua, págs. 113-126.
5	García Jiménez, Rocío. (2017): «Canciones traducidas: ¿qué esperar de ellas? Hacia una propuesta de modelo de análisis», en Emilio Ortega Arjonilla (dir.): *Sobre la práctica de la traducción y la interpretación en la actualidad.* Granada: Comares. Colección Interlingua, págs. 297-316.

Annex # 9

Relevant documents constituting internal quality assurance system

a) Evaluationssatzung der Universität Flensburg vom 18. November 2010

b) Dispositif d'évaluation des formations et des enseignements par les étudiants à l'Université de Strasbourg. Cadre de reference (CFVU de 12 mai 2020)

c) Manual sobre organización y gestión de la calidad en la Universidad de Málaga

Europa-Universität Flensburg

Université de Strasbourg

Evaluationssatzung der Universität Flensburg

vom 18. November 2010

Tag der Bekanntmachung im NBl. MWV. Schl.-H. 2011, S. 46
Tag der Bekanntmachung auf der Internetseite der UF, 19. November 2010

Aufgrund des § 5 Abs. 3 des Hochschulgesetzes in der Fassung der Bekanntmachung vom 28. Februar 2007 (GVOBl. Schl.-H. S. 184) zuletzt geändert durch Artikel 8 des Gesetzes zur Neuregelung des Beamtenrechts in Schleswig-Holstein vom 26. März 2008 (GVOBl. Schl.-H. S. 93) wird nach Beschlussfassung durch den Senat der Universität Flensburg am 23. Juni 2010 die folgende Satzung erlassen:

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Präambel

Zentrales Element der Verbesserung der Prozess- und Systemqualität für Lehre und Studium ist der strategische Regelkreislauf. Dieser trägt den umfassenden Anforderungen an die Durchführung und Weiterentwicklung von Studiengängen Rechnung. Er ist integraler Bestandteil der Gesamtstrategie und unterstützt die Entwicklung der Hochschule. Die Konzepte und Maßnahmen zur Qualitätssicherung und -entwicklung orientieren sich an dem strategischen Regelkreislauf. Zu seinen Instrumenten gehört die Evaluation von Lehre und Studium. Die Hochschule unterstützt den Evaluationsprozess durch Angebote zur hochschuldidaktischen Fortbildung.

I. Allgemeines

§ 1 Geltungsbereich

(1) Die Satzung zur Evaluation von Lehre und Studium regelt die Durchführung von Evaluationsverfahren der Universität Flensburg.

(2) Evaluationen von Gegenstandsbereichen außerhalb von Lehre und Studium, insbesondere Forschung, Weiterbildung gemäß § 58 Abs. 1 HSG sowie Technologietransfer, fallen nicht in den Geltungsbereich dieser Satzung.

§ 2 Ziele und Gegenstand von Evaluationsverfahren

(1) Die regelmäßige Evaluation dient der systematischen Analyse der Hochschulleistungen zur Sicherung und kontinuierlichen Verbesserung der Qualität in den Bereichen Studium und Lehre. Sie dient ferner der internen Standortbestimmung über Stärken und Schwächen sowie der Profilierung und Weiterentwicklung der Hochschule.

(2) Die Evaluationsergebnisse finden Eingang in die Entwicklungsplanung der Hochschule. Sie können Grundlage von Ziel- und Leistungsvereinbarungen zwischen Präsidium und Fachbereichen sowie zentralen und sonstigen Einrichtungen (Serviceeinrichtungen) sein.

(3) Gegenstand von Evaluationen im Sinne dieser Satzung können insbesondere sein:
1. Lehrveranstaltungen,
2. Module mit deren Lehrveranstaltungen,
3. Curricula,
4. Studiengänge,
5. Beratung und Betreuung von Studierenden,
6. Serviceeinrichtungen,
7. institutionelle Rahmenbedingungen und wissenschaftliche Infrastruktur,
8. Praktika, die Studierende als Teil ihres Studiums auch außerhalb der Universität ableisten, und
9. die für Durchführung und Qualität der Lehre verantwortlichen Einheiten.

§ 3 Zuständigkeiten

(1) Alle Mitglieder und Angehörigen der Hochschule sind im Rahmen der Bestimmungen des Hochschulgesetzes und dieser Satzung verpflichtet, an der Durchführung von Evaluationen mitzuwirken.

(2) Das Präsidium trägt die Gesamtverantwortung für die Organisation, Durchführung und regelmäßige Anpassung von Evaluationsverfahren. Verantwortliches Präsidiumsmitglied gemäß § 5 Abs. 3 HSG ist die Vizepräsidentin bzw. der Vizepräsident für Studium, Lehre und wissenschaftlichen Nachwuchs. Der Senat regelt gemäß § 5 Abs. 3 HSG insbesondere Standards, Verfahren, Datenerhebung sowie die Beteiligung der Studierenden. Die Durch-

führung der Evaluation erfolgt zentral durch die Qualitätsmanagementbeauftragte bzw. den Qualitätsmanagementbeauftragten.

(3) Die Dekaninnen und Dekane sowie die Verantwortlichen der Serviceeinrichtungen haben die Aufgabe, die internen und externen Evaluationen ihrer Fachbereiche bzw. ihrer Einrichtungen einzuleiten. Die Fachschaften sollen beteiligt werden. Den Dekaninnen und Dekanen sowie den Verantwortlichen der Serviceeinrichtungen obliegt weiter die Verantwortung für die Einleitung und Umsetzung erforderlicher Maßnahmen zur Qualitätssicherung und -verbesserung.

(4) Zur hochschulweiten Abstimmung der notwendigen Evaluationsmaßnahmen sowie zur Beratung und Unterstützung der Stabsstelle für Qualitätssicherung (Qualitätsmanagementbeauftragte bzw. Qualitätsmanagementbeauftragter) wird eine Qualitätskommission gebildet. Mitglieder der Qualitätskommission sind der Vizepräsident bzw. die Vizepräsidentin für Lehre, Studium und wissenschaftlichen Nachwuchs, die bzw. der Qualitätsmanagementbeauftragte sowie die Dekaninnen und Dekane der Fachbereiche und die Verantwortlichen der Serviceeinrichtungen.

(5) Die Fachbereiche können die Ergebnisse der Evaluationen bei der internen Mittelverteilung heranziehen, Lehrpreise ausloben oder auf andere geeignete Weise Anreize zur Verbesserung der Lehre setzen.

(6) Die Ergebnisse von Evaluationen sind im jeweiligen Fachbereich zu erörtern. Der Fachbereichskonvent entscheidet über Maßnahmen zur Verbesserung von Lehre und Studium. Die Dekanin bzw. der Dekan berichtet dem Konvent über die Umsetzung der eingeleiteten Maßnahmen.

(7) Bei fachbereichsübergreifenden Evaluationen sind die Evaluationsergebnisse im Zentralen Studienausschuss zu erörtern; dieser kann dem Senat Maßnahmen zur Verbesserung von Lehre und Studium vorschlagen. Die Verantwortlichen berichten dem Senat über die Umsetzung der eingeleiteten Maßnahmen.

(8) Die Ergebnisse der Evaluationen werden dem Präsidium zur Verfügung gestellt und jährlich in Form eines Evaluationsberichts, der allen Hochschulangehörigen zugänglich ist, in anonymisierter Form vom Präsidium veröffentlicht. Hierbei ist der Datenschutz gemäß § 2 Abs. 2 Ziffer 6 des Landesdatenschutzgesetzes von Schleswig-Holstein (LDSG) zu gewährleisten.

II. Verfahren

§ 4 Evaluationsverfahren

Die Hochschule bedient sich insbesondere folgender Verfahren:
1. Lehrveranstaltungsbezogene Studierendenbefragungen und Beobachtungen von Lehrveranstaltungen (§ 5),
2. Studiengangs- und serviceeinrichtungsbezogene Studierendenbefragungen (§ 6),
3. Absolventinnen- und Absolventenbefragungen (§ 7),
4. Dozentinnen- und Dozentenbefragungen (§ 8),

5. Befragungen sonstiger an der Ausbildung Beteiligter (§ 9),
6. Befragungen von Arbeitgebern, Verbänden und Bildungseinrichtungen (§ 10),
7. andere Verfahren der Qualitätssicherung gemäß § 2 Abs. 3, insbesondere Benchmarkingverfahren im Hinblick auf Verwaltungsprozesse in Lehre und Studium, Zufriedenheitsbefragungen Dritter (Mitarbeiterinnen und Mitarbeiter, Externe) (§ 11).

§ 5 Lehrveranstaltungsbezogene Studierendenbefragungen und Beobachtungen von Lehrveranstaltungen

(1) Lehrveranstaltungsbezogene Studierendenbefragungen dienen insbesondere der Rückmeldung an die jeweiligen Lehrenden und die für Lehre akademisch Verantwortlichen zur Sicherung erfolgreicher Lehrveranstaltungen.

(2) Grundlage ist ein hochschulweit einheitlicher Fragebogen, welcher in Absprache mit der bzw. dem Qualitätsmanagementbeauftragten modifiziert werden kann. Er erfasst mindestens:
1. die Umsetzung der mit der Lehrveranstaltung verfolgten Ziele und Inhalte,
2. die Strukturierung der Lehrveranstaltung,
3. die Vermittlung des Lehrstoffs,
4. das Engagement der bzw. des Lehrenden,
5. das Engagement der Studierenden,
6. die Angemessenheit der Anforderungen,
7. den üblichen Arbeitsaufwand der Studierenden pro Woche sowie
8. die Betreuung der Studierenden.

(3) Die Befragungen werden anonym durchgeführt. Detaillierte Auswertungsergebnisse gehen der bzw. dem Lehrenden, der zuständigen Dekanin bzw. dem zuständigen Dekan und dem Präsidium zu.

(4) Die Befragungen werden in mindestens einer Lehrveranstaltung eines bzw. einer Lehrenden pro Semester durchgeführt. Darüber hinaus können Beobachtungen durchgeführt werden von der bzw. dem zuständigen Qualitätsmanagementbeauftragten, dem Zentrum für wissenschaftliche Weiterbildung (ZWW) in Form von Experten gestützten Lehrhospitationen oder aber im Einvernehmen mit der bzw. dem Lehrenden von Dozentinnen und Dozenten anderer Fachbereiche der Hochschule.

(5) Mehrere Lehrveranstaltungen eines Moduls können gemeinsamer Gegenstand einer Studierendenbefragung sein.

(6) Die Studierenden der jeweiligen Lehreinheit sind vor Beginn des Verfahrens über die geplanten Befragungen oder Beobachtungen zu informieren.

(7) Die Ergebnisse und die ggf. daraus resultierenden Maßnahmen der Evaluation werden im jeweiligen Evaluationsbericht des Präsidiums gemäß § 3 Abs. 8 veröffentlicht.

§ 6 Studiengangs- und serviceeinrichtungsbezogene Studierendenbefragungen

(1) Studiengangs- und serviceeinrichtungsbezogene Studierendenbefragungen dienen insbesondere einer Überprüfung der Einrichtung von Studiengängen, der Auswirkungen inhaltlicher Änderungen und Umstrukturierungen von Studiengängen sowie der Umstrukturierung von Verwaltungseinheiten, soweit diese unmittelbar Auswirkungen auf die Prüfungs- und Studiensituation hat. Die Befragungen können sich insbesondere beziehen auf das Curriculum, die Studierbarkeit sowie die Organisation des Studiums und der Prüfungen.

(2) Die Befragungen sollen regelmäßig, jedoch mindestens einmal in der Regelstudienzeit des zu evaluierenden Studiengangs, durchgeführt werden.

(3) Grundlage ist ein Fragebogen, der den Studiengang insbesondere auf die Rahmenbedingungen des Studiums, die Lehr- und Prüfungsorganisation, Studierbarkeit, Kohärenz und Abstimmung des Gesamtlehrangebots, die Betreuung der Studierenden und die Ausstattung untersucht.

(4) Die Ergebnisse und die ggf. daraus resultierenden Maßnahmen der Evaluation werden im jeweiligen Evaluationsbericht des Präsidiums gemäß § 3 Abs. 8 veröffentlicht.

§ 7 Absolventinnen- und Absolventenbefragungen

(1) Absolventinnen- und Absolventenbefragungen dienen insbesondere der Überprüfung des Curriculums, der Studienbedingungen sowie der Studieneffektivität. Ziel ist letztendlich die Qualität der Ausbildung zu sichern und den Berufs-Praxisbezug unter Berücksichtigung der Anforderungen auf dem Arbeitsmarkt zu verbessern.

(2) Grundlage ist ein Fragebogen, der die Qualität von Lehre und Studium insbesondere auf Studiendauer, den Studienerfolg, den Verbleib der Absolventinnen und Absolventen, den Übergang von der Hochschule in den Beruf und die berufliche Anwendung der Studieninhalte untersucht. Der Fragebogen kann in Absprache mit der bzw. dem Qualitätsmanagementbeauftragten an die spezifischen Gegebenheiten der jeweiligen Studiengänge angepasst werden.

(3) Die Absolventinnen- und Absolventenbefragungen erfolgen etwa ein Jahr nach Abschluss des Studiums und werden jeweils nach vier Jahren wiederholt.

(4) Die Befragungen können mittels elektronischer Mail durchgeführt werden. Zu diesem Zweck werden die entsprechenden e-Mail-Adressen der Studierenden spätestens bei der Exmatrikulation erhoben und mit ihrer Zustimmung gespeichert.

(5) Die Ergebnisse der Befragungen werden den Dekaninnen und Dekanen, den Verantwortlichen der Serviceeinrichtungen sowie dem Präsidium zur Verfügung gestellt. Sie sollen bei den Maßnahmen zur Qualitätssicherung sowie im Bereich des Studierendenmarketings berücksichtigt werden.

§ 8 Dozentinnen- und Dozentenbefragungen

(1) Dozentinnen- und Dozentenbefragungen dienen insbesondere der Überprüfung der Lehr- und Studienbedingungen, des Studierverhaltens sowie der Rahmenbedingungen für das Studium.

(2) Die Befragungen erfolgen beginnend im WiSe 2010/ 2011 alle drei Jahre.

(3) Die Ergebnisse der Evaluation werden den Dekaninnen und Dekanen, den Verantwortlichen der Serviceeinrichtungen sowie dem Präsidium zur Verfügung gestellt.

(4) Die Ergebnisse und die ggf. daraus resultierenden Maßnahmen der Evaluation werden im jeweiligen Evaluationsbericht des Präsidiums gemäß § 3 Abs. 8 veröffentlicht.

§ 9 Befragungen sonstiger an der Ausbildung Beteiligter

(1) Befragungen sonstiger an der Ausbildung Beteiligter dienen insbesondere einer Fremdeinschätzung der vermittelten beruflichen Kompetenzen (insbesondere soziale Kompetenz, personale Kompetenz, Fachkompetenz und Methodenkompetenz) im Studium.

(2) Die Befragungen können sich auf Art, Inhalt und Ablauf eines Praktikums beziehen, das Inhalt des Curriculums eines Studiengangs ist.

(3) § 8 Abs. 2 bis 4 gilt entsprechend.

§ 10 Befragungen von Arbeitgebern, Verbänden und Bildungseinrichtungen

(1) Befragungen von Arbeitgebern, Verbänden und Bildungseinrichtungen dienen insbesondere der Überprüfung des Curriculums einschließlich seiner relevanten Lehrinhalte in Bezug auf Arbeitsmarktanforderungen. Die Befragungen sollen insbesondere auch Erkenntnisse über die erreichten Einstiegspositionen liefern.

(2) § 8 Abs. 2 bis 4 gilt entsprechend.

§ 11 Andere Verfahren der Qualitätssicherung

Das Präsidium und die Dekanate können anlassbezogen weitere Verfahren der Qualitätssicherung gemäß § 4 Nr. 7 durchführen.

III. Umgang mit Daten und Schlussbestimmung

§ 12 Erhebung, Verarbeitung und Veröffentlichung der Daten

(1) Das Präsidium oder die von diesem mit den Evaluationen beauftragten Stellen und die

Dekanate dürfen im Rahmen der Evaluationen über den Ablauf von Lehrveranstaltungen, die Durchführung der Praktika sowie über die Art und Weise der Darbietung des Lehrstoffs Daten erheben und auswerten. Die Auswertungen dienen der Bewertung der Qualität der Lehre sowie der Praktika und der Qualitätsentwicklung.

(2) Die Studierenden sind zur Beantwortung der Fragen nicht verpflichtet.

(3) Die Evaluationen müssen eine vollständige Aufklärung der Befragten und Beobachteten über den Zweck der Datenerhebung, die beabsichtigte Art der Weiterverarbeitung und bei beabsichtigten Übermittlungen auch über den Empfängerinnen- und Empfängerkreis enthalten.

(4) Die Hochschule kann Dritte zur Unterstützung bei der Durchführung von Evaluationen hinzuziehen und Teile oder die gesamten Befragungen und Beobachtungen durch Dritte durchführen lassen.

(5) Die Ergebnisse der Lehrveranstaltungsevaluationen sollen grundsätzlich fachbereichsintern veröffentlicht werden. Die Fachbereiche legen jeweils die Art und Weise der Veröffentlichung fest. Die Veröffentlichung dient der Information der Studierenden und der Lehrenden über die Qualität von Lehrveranstaltungen.

(6) Personen, die mit der Auswertung der Befragungen und Beobachtungen oder mit der Bedienung und Betreuung der hochschuleigenen Evaluationssoftware befasst sind, sind berechtigt, die erhobenen Daten einzusehen. Sie sind über den Inhalt der Daten zur Verschwiegenheit verpflichtet.

(7) Die Hochschule ist verpflichtet, den Lehrenden alle angefallenen Daten über ihre Veranstaltungen und die eigene Person zur Verfügung zu stellen, insbesondere wenn sie in elektronischer Form erhoben werden.

(8) Speicherung, Verarbeitung, Auswertung und Weitergabe der erhobenen Daten sind zulässig, soweit sie zur Erfüllung des Satzungszwecks erforderlich sind. Personenbezogene Daten dürfen nur zum Zweck der Qualitätsverbesserung der Lehre weiterverarbeitet werden. Die erhobenen Daten sind zu löschen, sobald ihre Kenntnis zur Aufgabenerfüllung im Rahmen der durchgeführten Evaluation, die sich über mehrere Semester erstrecken kann, nicht mehr erforderlich ist.

§ 13 In-Kraft-Treten

Diese Satzung tritt am Tage nach ihrer Veröffentlichung in Kraft. Die Zustimmung des Universitätsrats gemäß § 20 Abs. 2, § 19 Abs. 1 Satz 1 Nr. 3 und § 5 Abs. 3 des Hochschulgesetzes wurde am 29. Oktober 2010 erteilt.

Flensburg, den 18. November 2010

Die Präsidentin der Universität Flensburg

Prof. Dr. Waltraud `Wara` Wende

Université de Strasbourg

Délibération

Commission de la **Formation** et de la **Vie Universitaire** | **CFVU**

Séance du 12 mai 2020

Délibération n°042-2020
Point 4

Point 4 de l'ordre du jour
Cadre général du dispositif d'évaluation des formations et des enseignements par les étudiants à l'Université de Strasbourg

EXPOSE DES MOTIFS
La commission de la formation et de la vie universitaire de Strasbourg est invitée à approuver le cadre général du dispositif d'évaluation des formations et des enseignements par les étudiants à l'Université de Strasbourg.

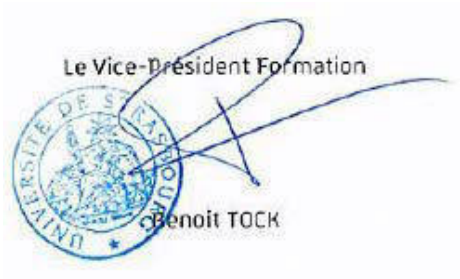
Délibération
La Commission de la formation et de la vie universitaire de l'Université de Strasbourg approuve le cadre général du dispositif d'évaluation des formations et des enseignements par les étudiants à l'Université de Strasbourg.

Résultat du vote

Nombre de membres en services	40
Nombre de votants	23
Nombre de voix pour	19
Nombre de voix contre	0
Nombres d'abstentions	4

Destinataire de la décision
- Madame la Rectrice de l'Académie, Chancelière des Université d'Alsace
- Direction Général des Services
- Direction des Etudes et de la Scolarité

Fait à Strasbourg, le 13 mai 2020



Université de Strasbourg

Dispositif d'évaluation des formations et des enseignements par les étudiants à l'Université de Strasbourg

Cadre de référence

CFVU le 12 mai 2020

Université de Strasbourg

Introduction ↘

Ce document synthétise les réflexions, les discussions et les avancées du groupe de travail sur l'évaluation des enseignements et des formations à l'Université de Strasbourg.

Ce document a vocation à guider et orienter la conception et la mise en œuvre des évaluations des formations et des enseignements par les étudiants à l'Université de Strasbourg.

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Université de Strasbourg

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1. Finalités du dispositif[1]

Depuis sa création en 2009, dans une volonté affirmée d'amélioration continue de son offre de formation, l'Université de Strasbourg a mis en place des procédures systématiques d'évaluation des formations par les étudiants. En accord avec la charte qui encadre ce processus[2], des expériences d'évaluation des enseignements par les étudiants ont également été déployées, mais de façon beaucoup plus hétérogène au sein de l'établissement. En capitalisant sur les expériences acquises, l'université souhaite faire de l'évolution de ces dispositifs, au service de la démarche de qualité des formations et des enseignements et de tous ses acteurs, une priorité de l'année 2019-2020. Cette démarche répond d'ailleurs au nouvel arrêté « licence » du 30 juillet 2018 et aux recommandations du HCERES, qui lors de sa dernière évaluation a notamment estimé que l'Université de Strasbourg n'avait pas de stratégie d'ensemble affirmée sur ce point.

L'enjeu pour l'Université de Strasbourg est de définir ses attentes et objectifs stratégiques en matière d'évaluation des enseignements mais également d'articuler au mieux cette évaluation avec celle des formations, déjà en œuvre, en faisant évoluer la charte de 2012. À cet effet, la mise en place d'un groupe de travail dédié a été annoncée en CFVU et les membres de la commission ont désigné en son sein des représentants pour participer à ses travaux. Les travaux n'ont pas porté en première approche sur les modalités pratiques de ces dispositifs mais avaient tout d'abord pour objectif de préciser la finalité et les attendus de ce processus d'évaluation réflexive pour l'établissement. L'objet de ce document est de synthétiser les réflexions menées, qui ont permis de dégager trois niveaux pertinents pour le déploiement du dispositif au sein de l'établissement :

1er niveau : l'évaluation des formations ;

2e niveau : l'évaluation des enseignements via l'évaluation des pratiques pédagogiques ;

3e niveau : l'évaluation des enseignements via celle de la démarche de l'équipe pédagogique.

L'évaluation des formations

L'offre de formation 2018/2022 a été construite en mettant l'étudiant au cœur des réflexions, dans la perspective d'une approche-programme. Cette approche, on le sait, se centre sur les attentes, les besoins, les projets et l'avenir des étudiants. La cohérence de la formation est donc une condition indispensable pour une acquisition efficace de connaissances et de compétences structurées qui permettront à l'étudiant de réaliser son parcours et ses projets, notamment professionnels. Les évaluations des formations doivent être un outil de pilotage efficace des diplômes, à la disposition de toutes les structures et collègues en charge de cette mission (les conseils de perfectionnement, les responsables de formation, les conseils de composantes et les conseils centraux). Pour que cet objectif soit atteint, la cohérence, la pertinence et l'efficience de la formation en relation avec ses objectifs annoncés devront être des critères essentiels de ce niveau d'évaluation. C'est donc dans ce sens que les enquêtes soumises aux étudiants devront évoluer. En particulier, il faudra veiller à réduire le nombre des questions posées, en les recentrant sur des aspects essentiels et partagés. De même, les modalités pratiques des

1. Texte validé par la CFVU.
2. Charte votée par les conseils centraux en 2012.

enquêtes devront être révisées et diversifiées, pour augmenter significativement les taux de réponse et la validité du dispositif. En effet, le taux de participation et l'intérêt des étudiants sont des éléments déterminants pour que les analyses des résultats recueillis servent efficacement l'évolution continue des formations. Ils rappellent également à chacun que fondamentalement l'étudiant doit être au cœur de la démarche d'évaluation des formations :

1. parce qu'il est le premier concerné ;
2. parce qu'il est un acteur essentiel de la vie institutionnelle ;
3. parce qu'il doit prendre pleinement conscience des enjeux et de son rôle.

L'évaluation des enseignements via l'évaluation des pratiques pédagogiques

L'évaluation des enseignements est un sujet sensible dans tous les établissements, car figure en filigrane de cette dénomination l'évaluation des enseignants. Parmi les réserves couramment exprimées figure la crainte que cette évaluation se mue en un jugement de l'enseignant concerné, notamment dans le cadre d'une transmission des résultats d'enquêtes à des tiers, voire en une possible remise en cause de la liberté académique. Or, cette liberté est indissociable de la démarche réflexive qui caractérise la démarche universitaire ; elle ne saurait être remise en question. Pour dépasser cette difficulté, il convient de revenir à l'énoncé d'un élément factuel : les pratiques pédagogiques mises en œuvre par l'enseignant constituent le lien direct entre l'étudiant et les enseignements. Elles sont les leviers essentiels des apprentissages et requièrent donc une attention particulière : c'est le sens de la mise en place d'un dispositif d'évaluation des pratiques pédagogiques au sein de l'établissement.

Cette démarche est plus qu'un simple changement sémantique : elle replace chaque acteur face à ses propres responsabilités. En effet, les améliorations attendues d'une évaluation des pratiques pédagogiques sont essentiellement à envisager au niveau de l'enseignant lui-même. Il n'y a donc apparemment pas d'avantage à ce que les résultats de ces enquêtes soient communiqués à quelqu'un d'autre. Cela pourrait même constituer un frein à l'adhésion des enseignants, et serait alors contreproductive.

Cependant, pour que le dispositif puisse être efficace, il faut néanmoins être sûr que les évaluations sont faites, et qu'elles servent de base à la mise en place d'une démarche réflexive de l'enseignant sur ses pratiques. Pour s'assurer de la réalité de la mise en place de la démarche sans qu'il y ait implication d'une autorité hiérarchique (direction, vice-présidence, etc.), seul un service tiers, qu'il conviendra de définir, agissant en dehors de tout lien hiérarchique avec l'enseignant, pourra répondre aux différents attendus :

1. accompagner l'enseignant depuis la réalisation des enquêtes jusqu'aux suites données ;
2. attester de la mise en œuvre régulière des enquêtes ;
3. garantir la confidentialité du dispositif.

Ces conditions sont nécessaires pour que ce dispositif d'évaluation des pratiques pédagogiques se fasse au bénéfice de tous et de l'institution.

L'évaluation des enseignements via l'évaluation de la démarche collective de l'équipe pédagogique

Dans un contexte où la formation proposée repose sur une approche-programme menée avec efficacité et faisant intervenir des enseignants dont les pratiques pédagogiques personnelles sont éprouvées, la réussite des étudiants ne sera cependant pleinement garantie que si les activités des différents membres de l'équipe pédagogique sont complémentaires et coordonnées : que ce soit au sein des UE ou des blocs de compétences, au sein d'une discipline ou d'un groupe de disciplines, ou entre tous les éléments constitutifs de la formation.

Cette dynamique des équipes pédagogiques et leur capacité à faire vivre collectivement les objectifs des formations doivent donc être prises en compte et évaluées, par les étudiants d'une part (lors des enquêtes sur la formation), et par une procédure d'autoévaluation régulière que les équipes auront à construire. Comme l'évaluation de la formation, les résultats seront des outils de pilotage dont les responsables de formation, les conseils de perfectionnement et de composantes, auront à s'emparer. Les enquêtes dédiées à destination des étudiants devront veiller à ne pas interroger les pratiques individuelles des membres de l'équipe, afin de respecter pleinement le principe de confidentialité des évaluations des pratiques pédagogiques évoquées précédemment.

2. Les principes du dispositif

Pour que ces processus d'évaluation soient source de développement et se fassent au profit de tous, les réflexions du groupe de travail ont ensuite porté, en s'appuyant sur la littérature existante à ce sujet, sur les principes et conditions à respecter pour chacun des trois niveaux d'évaluation. Centra (1993) stipule que les informations qui émanent de tels dispositifs doivent être nouvelles pour les enseignants, qu'ils les jugent crédibles, qu'ils soient en mesure de les exploiter et de les utiliser, et enfin, qu'ils soient engagés dans le renouvèlement et l'évolution de leurs pratiques pédagogiques. À partir de ces constats, Berthiaume et coll. (2011) ont défini quatre principes pour l'évaluation des enseignements :

- l'adaptabilité : indique la possibilité d'ajuster les procédures et les outils d'évaluation en fonction des contextes, des besoins et des questionnements de chacun ;
- la responsabilité : spécifie *qui* pilote le processus d'évaluation dans son ensemble (de la conception du questionnaire jusqu'aux remédiations) et *qui* détermine quels enseignements doivent être évalués et selon quelle temporalité ;
- la réflexivité : renvoie aux dispositifs, aux ressources et aux outils mis à disposition de chacun (directeur des études, enseignants, etc.), pour faciliter l'analyse des données et l'identification des pistes d'amélioration à mettre en œuvre par la suite ;
- la confidentialité : précise *qui* a accès aux données et aux résultats de l'évaluation et ce qui doit être communiqué, ou non, aux autres (direction, collègues, étudiants, etc.).

Les conclusions du groupe de travail sur ces quatre principes sont présentées ci-dessous pour chacun des trois niveaux d'évaluation mentionnés précédemment.

2.1. L'évaluation des formations

Adaptabilité

L'adaptabilité du système actuel est reconduite. Elle repose, d'une part, sur la possibilité d'ajuster certains items du tronc commun en fonction du contexte de l'offre de formation, et, d'autre part, sur l'ajout éventuel de questions relatives à des spécificités de la discipline et de la composante. Cependant, afin que cette adaptabilité ne nuise pas à la fiabilité des données récoltées, le questionnaire comportera un nombre limité de questions.

Responsabilité

Le pilotage de l'évaluation des formations s'effectue au niveau institutionnel. L'institution définit les questionnaires, choisit les formations à évaluer ainsi que la fréquence de l'évaluation. Les référents qualité sont chargés de la mise en œuvre des enquêtes pour leur composante : ils choisissent le moment adéquat de l'évaluation, prennent en charge l'administration des questionnaires et communiquent sur les évaluations. Les responsables de formation peuvent demander des évaluations supplémentaires.

Confidentialité

Les données brutes sont accessibles aux référents qualité de la composante concernée et au service d'aide au pilotage (SAP). Les résultats qui découlent de ces données brutes sont transmis à la direction des études et de la scolarité (DES) par le SAP. Les référents qualité transmettent les résultats à la direction de la composante, aux responsables de la formation, au conseil de perfectionnement et au conseil de la composante. Une synthèse de ces résultats est transmise à la CFVU par le SAP et aux étudiants de la formation.

Réflexivité

Le traitement des données, de même que l'analyse et la représentation des résultats, sont réalisées par informatique pour les questions fermées. Les réponses aux questions ouvertes sont transmises telles quelles aux référents. L'interprétation des résultats ainsi transmis est réalisée par les responsables de formation, qui peuvent en faire une synthèse. Les responsables pourront également bénéficier d'un accompagnement sur demande.

Un plan d'action est coordonné par les référents, éventuellement sur la base de fiches de bilan transmises par les responsables de formation. Ce plan d'action est adressé au conseil de perfectionnement et au SAP. Ce plan est validé par la direction de la composante et approuvé par le conseil de la composante.

Un guide d'interprétation des résultats, décrivant l'élaboration et le suivi du plan d'action, est mis à disposition des différents acteurs impliqués.

2.2. L'évaluation des enseignements via l'évaluation des pratiques pédagogiques

Adaptabilité

Des questionnaires types sont proposés aux enseignants ainsi qu'une banque de questions, afin qu'ils aient la possibilité de construire leur propre questionnaire. Dans tous les cas, les enseignants ont la possibilité de modifier et d'adapter leur questionnaire en fonction de leurs besoins et de leurs

préoccupations. Ils peuvent pour cela bénéficier d'un accompagnement par un membre de l'institut de développement et d'innovation pédagogiques de l'université (IDIP).

Responsabilité

L'enseignant est seul responsable de l'évaluation de ses enseignements ; il pilote seul le dispositif. C'est lui qui détermine les objectifs et le moment de l'évaluation, choisit l'objet à évaluer et s'occupe de la mise en œuvre du questionnaire.

Chaque enseignement doit être évalué au moins une fois par contrat quinquennal. L'enseignant doit indiquer, auprès d'une instance[3] définie par le conseil de composante :

- quand l'évaluation a eu lieu,
- pour quel enseignement,
- avec quel outil,
- ainsi que le nombre et le taux de réponse des étudiants ayant participé à l'enquête.

Pour toutes ces actions, l'enseignant peut faire appel à une personne ou un service compétent de la composante ou de l'université.

Confidentialité

L'enseignant met en œuvre l'évaluation de ses enseignements, il est par conséquent le seul à disposer des données récoltées. Libre à lui de diffuser ou non les résultats et la synthèse de son évaluation auprès des étudiants ou d'autres personnes.

Les seules informations qu'il doit nécessairement transmettre – listées au point précédent – sont des éléments contextuels qui attestent de la réalité et de la validité de son évaluation.

Réflexivité

Le traitement des données, l'analyse, la représentation et l'interprétation des résultats sont réalisées par l'enseignant, qui peut en faire une synthèse dans le but d'identifier les points essentiels et les améliorations à apporter (plan d'action).

Pour l'ensemble de ces étapes, l'enseignant peut bénéficier d'un accompagnement (personnes ressources, référents ou service central), prendre part aux formations proposées, consulter le guide de l'évaluation des enseignements ou encore participer à un espace collaboratif d'échange de pratiques.

2.3. L'évaluation des enseignements via l'évaluation de la démarche collective de l'équipe pédagogique

Adaptabilité

Une grande liberté est laissée aux équipes de composante quant à la démarche d'évaluation à mettre en place, au choix des outils à mobiliser ainsi que dans la construction des questionnaires. Quelques questions standards ou spécifiques peuvent cependant être définies par la composante ou l'université.

3. Référent qualité, enseignant ou responsable administratif de référence, cellule qualité, etc.

Pour la construction des questionnaires, une banque de questions est mise à disposition des équipes, assortie au besoin d'un accompagnement technique de l'IDIP. On veillera cependant à limiter le nombre de questions.

Responsabilité

La politique d'évaluation de la démarche collective des équipes pédagogiques est définie par le conseil de composante. Chaque équipe, en accord avec cette politique, détermine les objectifs de l'évaluation, choisit l'objet à évaluer et le moment de l'évaluation, et s'occupe de la mise en œuvre de l'évaluation au moins une fois par période d'accréditation. Elle en rend compte au responsable de mention qui la présente au conseil de perfectionnement et au conseil de composante.

Pour toutes ces actions, l'équipe peut faire appel à l'aide d'une personne ou du service compétent de la composante ou de l'université.

Confidentialité

Les résultats de l'évaluation mise en œuvre au sein d'une équipe pédagogique sont transmis à tous les membres de l'équipe, aux responsables de formation, de parcours ou de mention, et de composante. Une synthèse est présentée en conseil de perfectionnement. L'équipe est libre de diffuser ou non tout ou partie de ses conclusions auprès des étudiants ou d'autres personnes.

Réflexivité

Le traitement des données, l'analyse, la représentation et l'interprétation des résultats sont réalisées par l'équipe qui en fait une synthèse dans le but d'identifier les points essentiels et les améliorations à apporter (plan d'action).

Pour l'ensemble de ces étapes, l'équipe peut bénéficier d'un accompagnement (personnes ressources, référents ou service central, consulter le guide de l'évaluation des enseignements ou participer à l'espace collaboratif d'échange de pratiques.

2.4. Modalités d'accompagnement.

Les enseignants et responsables pourront bénéficier et s'appuyer sur :

- Les formations ad hoc proposées (IDIP)
- De guide(s) de l'évaluation des enseignements et formations
- D'accompagnement sur demande : par des personnes ressources, les référents qualité, l'IDIP (niveaux enseignements et équipes) ou le SAP (niveau formation)
- D'un espace collaboratif d'échange de pratiques.

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Dispositif d'évaluation des enseignements et des formations

Evaluations | des Enseignements et des formations

Université de Strasbourg

F Gauer S Zingaretti C Maechling le 12.05.2020

Cadre de référence commun approuvé en CFVU en 2019

Clarifier et expliciter
les intentions et les finalités du dispositif

Guider et orienter
les travaux et réflexions du groupe de travail

Niveaux

Principes

Niveau formation

Niveau enseignement

Niveau équipes pédagogiques

RESPONSABILITÉ :
qui pilote et ***qui*** détermine la temporalité et les enseignements à évaluer

ADAPTABILITÉ :
comment ajuster le dispositif à son propre contexte, à ses propres questionnements

RÉFLEXIVITÉ :
comment faciliter l'analyse des données et l'identification des pistes d'amélioration

CONFIDENTIALITÉ :
qui a accès aux résultats, ***ce qui*** est communiqué et ***à qui***

Niveau formation

Responsabilité institution

RESPONSABILITÉ

- Pilotage : niveau institutionnel
- Temporalité et mise en œuvre : référents qualité
- responsables de formation peuvent demander des évaluations supplémentaires.

ADAPTABILITÉ

- Tronc commun
- Ajustement et ajouts de questions possibles

RÉFLEXIVITÉ

- Analyse des résultats : responsables de formation
- Plan d'action :
  - Proposé par référents/responsables de formation.
  - Transmis à conseil de perfectionnement et SAP.
  - validé par direction et conseil de composante.
- Guide + accompagnement possible

CONFIDENTIALITÉ

- Accès Données : référents qualité composante + SAP
- Accès Résultats : DES, direction de la composante, responsables de la formation, conseil de perfectionnement et conseil de composante
- Synthèse : CFVU, étudiants de la formation

Niveau enseignement

Responsabilité enseignant

Accompagnement possible pour l'ensemble de la démarche

RESPONSABILITÉ

- Pilotage : enseignant uniquement
- Temporalité : au moins une fois par contrat quinquennal

ADAPTABILITÉ

- Instruments :
  - Construire son propre questionnaire
  - Questionnaires types avec possibilité de modifier et d'adapter

RÉFLEXIVITÉ

- Analyse des résultats : enseignant
- Plan d'action possible

CONFIDENTIALITÉ

- Accès aux données et résultats : Enseignant uniquement
- Diffusion résultats : libre à lui de diffuser ou non
- Enseignant indique à sa composante: quand, quoi, comment (outil), nombre et taux de réponse

Niveau équipes pédagogiques

Responsabilité composante
Accompagnement possible pour l'ensemble de la démarche

RESPONSABILITÉ

- Pilotage : défini par le conseil de composante
- Mise en œuvre : équipes pédagogiques
- Temporalité : au moins une fois par période d'accréditation

ADAPTABILITÉ

- Instruments :
  - grande liberté - quelques questions standards ou spécifiques définies par la composante ou l'université.
  - Banques de questions à disposition
- Procédures :
  - Auprès des étudiants
  - Auto-évaluation

RÉFLEXIVITÉ

- Analyse des résultats : équipe
- Plan d'action : équipe

CONFIDENTIALITÉ

- Accès résultats : membres de l'équipe, responsables de formation, de parcours ou de mention, et de composante
- Synthèse en conseil de perfectionnement
- Autre diffusion libre

Suite du travail

Prochaines étapes :

1. Elaboration des procédures et des instruments

   questionnaires, banque de questions, outils numériques, etc.

2. Elaboration des dispositifs de soutien

   guides de l'évaluation des enseignements et des formations, espace collaboratif d'échange de pratiques, modalités d'accompagnement, etc.

Organisation :

- Groupe de travail 1 : Niveau formation et Niveau équipes pédagogiques
- Groupe de travail 2 : Niveau enseignement

Université de Strasbourg

Délibération

Commission de la **formation** et de la **vie universitaire** | **CFVU**

Séance du 19 juin 2018

Délibération n° 024-2018
Point : 5.4

Point 5.4 de l'ordre du jour
Mise en œuvre des conseils de perfectionnement à l'Université de Strasbourg

EXPOSE DES MOTIFS

Préambule

Depuis 2014, plusieurs textes (cf. références et liens infra) ont généralisé et précisé le rôle des conseils de perfectionnement. Ces textes ont également apporté une plus grande liberté aux établissements dans la construction de leurs offres de formation.

Le passage de l'habilitation des formations à l'accréditation des établissements, la disparition des spécialités habilitées, l'absence de maquettes dans les dossiers d'accréditation, tous ces éléments marquent un passage d'une vérification *a priori* à une évaluation *a posteriori*. Ces évolutions reflètent l'esprit de démarche d'amélioration continue promue par le processus de Bologne (ENQA – European Association for Quality Assurance in Higher Education). Les conseils de perfectionnement sont un des dispositifs de cette démarche.

Après le rappel de références réglementaires, la proposition de délibération décline et précise la politique de l'Université de Strasbourg en matière d'assurance qualité par les conseils de perfectionnement.

Principales références réglementaires

Code de l'éducation - Article L611-2

Les établissements d'enseignement supérieur peuvent instituer en leur sein un ou plusieurs conseils de perfectionnement des formations comprenant des représentants des milieux professionnels. Les règles relatives à la composition et au fonctionnement de ces conseils sont fixées par les statuts de l'établissement.

[texte intégral]

Arrêté du 22 janvier 2014 fixant le cadre national des formations conduisant à la délivrance des diplômes nationaux de licence, de licence professionnelle et de master

Article 5

Dans le cadre de la politique de l'établissement, des dispositifs d'évaluation sont mis en place pour chaque formation (...) Les résultats des évaluations font l'objet de présentations et de débats au sein des équipes pédagogiques, du conseil de perfectionnement, du conseil de la composante concernée et de la commission de la formation et de la vie universitaire du conseil académique ou du conseil de l'établissement qui a compétence en matière de formation.

Article 11

(...) Les conseils de perfectionnement veillent à ce que la répartition des crédits ECTS au sein de chaque parcours type de formation soit en accord avec les objectifs de formation.

[texte intégral]

Arrêté du 22 janvier 2014 relatif au cahier des charges des grades universitaires de licence et de master

La décision du ministre [sur l'accréditation] repose notamment sur la vérification :

1. De la capacité de l'établissement à mettre en œuvre le cursus conduisant au diplôme au regard : (...) - de la représentation des usagers, des personnels et des personnalités extérieures par exemple au sein d'un conseil de perfectionnement

[texte intégral]

Proposition d'insertion dans les Statuts de l'Université de l'article suivant après avis de la Commission des Statuts

Article XXX – Les conseils de perfectionnement

1) Les conseils de composante instaurent un conseil de perfectionnement au moins pour chaque mention de licence, licence professionnelle, master, et au moins pour chaque diplôme octroyant le grade de licence ou de master.
2) La Commission de la formation et de la vie universitaire du Conseil académique précise par délibération les règles de composition et de fonctionnement des conseils de perfectionnement.
3) Une synthèse des conclusions des conseils de perfectionnement est présentée annuellement à la CFVU, par champ de formations.

Proposition de délibération présenté à la Commission de la formation et de la vie universitaire

Missions des conseils de perfectionnement

Il est proposé que les conseils de perfectionnement émettent un avis notamment sur les questions suivantes :

- Les objectifs de la mention, en termes de connaissances scientifiques, compétences et d'insertion professionnelle
- La cohérence des parcours-types de formation existants et, le cas échéant, en projet,
- L'évolution des besoins des étudiants et des partenaires socioprofessionnels,
- Le positionnement de la mention par rapport aux formations en amont, en aval et de même niveau,
- L'adaptation des modalités d'enseignement à la diversité des publics,
- La place et l'organisation des enseignements (ECTS par exemple),
- Les actions mises en œuvre les années précédentes.

Pour ce faire le conseil de perfectionnement peut disposer pour la mention et chacun de ses parcours des informations suivantes :

- Le nombre des inscriptions administratives sur cinq ans,
- Les taux de présences aux examens,
- L'identification et les informations nécessaires sur les éléments pédagogiques comptant moins de quinze inscrits en licence, dix inscrits en master,
- Le taux de passage de la première année à la deuxième année du cycle concerné,
- Le taux de réussite en 3 ou 4 ans (licence) ou en 2 ou 3 ans (master), ou le taux de réalisation du contrat pédagogique
- Le taux d'étudiants hors académie
- Le taux de mobilité internationale sortante
- Le taux de diplomation,
- Les résultats de l'évaluation des formations
- La mise en place de l'évaluation des enseignements par les étudiants (la proportion d'enseignements évalués, pas les résultats par enseignement,),
- Le suivi des poursuites d'études et d'insertion professionnelle à 18 et à 30 mois.

Ces informations sont fournies par le SAP et devraient être complétées et éclairées par toute information pertinente réunie par la composante.

Fonctionnement des conseils de perfectionnement

Le responsable de la mention est chargé de réunir et d'animer le conseil de perfectionnement. Celui-ci doit être réuni au moins une fois par an. Il est suggéré de le tenir avant le 15 novembre, pour transmission de son rapport au Collégium avant le premier décembre.

Une seconde réunion est possible en mai, pour permettre la mise en place de mesures dès la rentrée suivante.

Composition des conseils de perfectionnement

Le conseil de perfectionnement est composé au moins d'un représentant :

- Des enseignants-chercheurs participant à la formation,
- D'enseignants (y compris professionnels) intervenant dans la formation,
- De personnels administratifs et bibliothécaires impliqués dans la formation,
- D'étudiants en cours d'étude dans la formation, élus ou désignés par leurs pairs, *[passage souligné ajouté en séance]*
- D'anciens étudiants de la formation,
- De représentants du monde socio-professionnel (représentants des branches professionnelles, employeurs potentiels, maître d'apprentissage dans le cas de formation en alternance, tuteur en entreprise dans le cas d'étudiants sous contrat de professionnalisation, organismes d'accueil de stagiaires...)
- Un représentant invité de la Direction des études et de la scolarité,

Il est recommandé de viser environ un tiers d'enseignants et administratifs, un tiers d'étudiants, un tiers de représentants du monde socio-professionnel). Les enseignants et administratifs ne peuvent constituer plus de la moitié du conseil.

Peuvent être invités : toute personne dont l'avis est jugé utile, en particulier :

- Un responsable de mention, identique ou proche, d'une université de la Région Grand Est,
- Pour les licences et licences professionnelles :
  - Un représentant d'un lycée dont les filières du baccalauréat ou du BTS forment aux attendus de la mention de licence,
  - Un représentant des formations connexes ou de poursuite d'études à l'Université de Strasbourg (DUT, licences professionnelles, masters, de ou vers lesquels les étudiants peuvent s'orienter)
- Pour les masters :
  - Un représentant des licences débouchant sur ce master,
  - Un représentant des écoles doctorales ouvertes aux diplômés de ce master.

Suivi des recommandations

Le responsable de mention convoque et préside le conseil de perfectionnement. Il établit et publie de chaque séance un procès-verbal sous la forme d'un diagnostic, d'une analyse et de recommandations (modèle proposé ci-après).

Il le transmet à la Direction de la composante portant la formation qui se chargera de le soumettre au conseil de composante, à la Direction du ou des collégium(s) porteur(s) du champ de formation et à la Direction des études et de la scolarité.

Chaque année, les collégiums présentent une synthèse des travaux des conseils de perfectionnement.

Note : la restitution des synthèses des rapports de conseils de perfectionnement pourrait être faite dans le cadre d'un séminaire annuel, consacré à l'offre de formation. D'autres sujets d'importance pourraient compléter cette restitution. Les membres de la CFVU, doyens, directeurs de collégiums, élus des conseils de composantes, responsables pédagogiques et équipes pédagogiques seront conviés à ce séminaire.

Délibération

La Commission de la formation et de la vie universitaire de Strasbourg approuve les modalités, amendée, de mise en œuvre des conseils de perfectionnement à l'Université de Strasbourg

Résultat du vote

Nombre de membres en exercice	40
Nombre de votants	33
Nombre de voix pour	33
Nombre de voix contre	0
Nombre d'abstentions	0

Destinataire de la décision

- Madame la Rectrice de l'Académie, Chancelier des Universités d'Alsace
- Direction générale des services
- Direction des études et de la scolarité
- Directeurs de Composantes
- Responsables Administratifs
- Directeurs de collegiums
- Service d'aide au pilotage
- Service des affaires juridiques et institutionnelles

Fait à Strasbourg, le 20 juin 2018

Le Vice-Président Formation

Benoit TOCK

MANUAL SOBRE ORGANIZACIÓN Y GESTIÓN DE LA CALIDAD EN LA UNIVERSIDAD DE MÁLAGA

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Edición	Fecha	Motivo de la modificación
00	Pendiente	Edición inicial

Elaboración:	Revisión:	Aprobación:
Servicio de Calidad, Planificación Estratégica y Responsabilidad Social Fecha: 16/11/2020	Vicerrectorado de Estudios Fecha: 15/01/2021	Comisión Académica y de Calidad de la Universidad de Málaga Fecha: Pendiente

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1. PRESENTACIÓN

Según establece el documento Criterios y directrices para el aseguramiento de Calidad en el Espacio Europeo de Educación Superior (ESG) Aprobado por la Conferencia de Ministros de Educación de mayo de 2015:

"*La Educación Superior está en constante cambio y debe hacer frente no sólo a los retos derivados de los nuevos métodos de impartición desarrollados al amparo de las nuevas tecnologías y las demandas de un perfil de estudiante cada vez más diverso y complejo, sino también a los constantes cambios derivados de la denominada Educación Transnacional o Transfronteriza.*

Desde el año 2005, se han hecho considerables progresos en el aseguramiento de la calidad, así como en otras líneas de actuación de Bolonia, tales como los marcos de cualificaciones, el reconocimiento y fomento del uso de los resultados del aprendizaje, contribuyendo todo ello a un cambio de paradigma a favor de la enseñanza y el aprendizaje centrados en el estudiante.

La educación superior, la investigación y la innovación desempeñan un papel crucial en aras de la cohesión social, el crecimiento económico y la competitividad global. Dado el deseo de las sociedades europeas de sustentarse cada vez más en el conocimiento, la educación superior es un componente esencial del desarrollo socioeconómico y cultural. Al mismo tiempo, una demanda cada vez mayor de aptitudes y competencias exige que la educación superior responda con nuevas formas.

El mayor acceso a una educación superior supone una oportunidad para que las instituciones de educación superior hagan uso de las distintas experiencias individuales. Responder a las diferentes y cada vez mayores expectativas de la educación superior exige un cambio fundamental en su oferta. Esto exige un método de enseñanza y aprendizaje más centrado en el estudiante, que incluya vías de aprendizaje flexibles y que reconozca las competencias obtenidas fuera de los planes de estudio oficiales. Las propias instituciones de educación superior han diversificado sus misiones, su oferta educativa y su cooperación, incluyendo el aumento de la internacionalización, el aprendizaje digital y las nuevas modalidades de impartición. El papel del aseguramiento de la calidad es crucial para ayudar a las instituciones y sistemas de educación superior a responder a estos cambios, al mismo tiempo que garantiza las cualificaciones que obtienen los estudiantes y su experiencia de la educación superior siendo la prioridad de su misión institucional."

Las personas que hacen posible que la Universidad de Málaga cumpla con las expectativas de nuestros grupos de interés y siga manteniendo los principios del Espacio Europeo de la Educación Superior, están comprometidas con la aplicación de los Criterios y Directrices para el Aseguramiento de la Calidad en el Espacio Europeo de Educación Superior (ESG) en el desarrollo diario de su actividad docente, investigadora y de apoyo administrativo y técnico.

Uno de los objetivos clave de estos Criterios y Directrices para el Aseguramiento de la Calidad en el Espacio Europeo de Educación Superior (EEES) es contribuir al entendimiento común del aseguramiento de la calidad de la enseñanza y del aprendizaje en cualquier país y entre todas las partes interesadas. El compromiso con los procesos de aseguramiento de la calidad, especialmente con los externos, permite a los sistemas europeos de educación superior demostrar su calidad y aumentar la transparencia, ayudando así a crear una confianza mutua y un mayor reconocimiento de sus cualificaciones, programas y otras ofertas.

La Calidad en la universidad debe centrarse en el aseguramiento de la calidad relacionada con la enseñanza y el aprendizaje en la educación superior, incluyendo el entorno de aprendizaje, así como las conexiones pertinentes relacionadas con la investigación y la innovación.

La educación superior tiene múltiples finalidades, que incluyen preparar a los estudiantes para una ciudadanía activa, para sus futuras profesiones (por ejemplo, contribuyendo a su empleabilidad), ayudar en su desarrollo personal, crear una amplia base de conocimientos avanzados y fomentar la investigación y la innovación.

Por lo tanto, los grupos de interés que pueden dar prioridad a los diferentes objetivos, pueden ver la calidad en la universidad de manera diferente y, por consiguiente, el aseguramiento de la calidad debe tener en cuenta los distintos puntos de vista. **La calidad, aunque no es fácil de definir, es principalmente el resultado de la interacción entre profesores, estudiantes y el entorno de aprendizaje institucional.** El aseguramiento de la calidad debe garantizar un entorno de aprendizaje en el que el contenido de los programas, las oportunidades de aprendizaje y los recursos se ajusten a sus fines.

Lo fundamental de todas las actividades de aseguramiento de la calidad es su doble propósito de responsabilidad y mejora. Ambos propósitos, tomados de forma conjunta, contribuyen a crear confianza en la actuación de la institución de educación superior. Un sistema de aseguramiento de la calidad implantado satisfactoriamente proporcionará información para dar confianza a la institución de educación superior y al público sobre la calidad de las actividades de dicha institución (responsabilidad), asimismo, proporcionará

asesoramiento y recomendaciones sobre cómo se puede perfeccionar lo que se está haciendo (mejora).

Por lo tanto, el aseguramiento y la mejora de la calidad están interrelacionadas y deben contribuir al desarrollo de una cultura de calidad que incluya a todos: desde los estudiantes y el personal docente hasta los directivos y las autoridades institucionales. La expresión "aseguramiento de la calidad" se usa para describir todas las actividades integradas en el ciclo continuo de mejora (es decir, actividades de aseguramiento y mejora).

Como no podía ser de otra forma, estos principios han desempeñado y seguirán desempeñando un papel importante en el desarrollo de los sistemas nacionales e institucionales de aseguramiento de la calidad del Espacio Europeo de Educación Superior influyendo en la regulación nacional o autonómica, como vamos a desglosar a continuación:

La Ley Orgánica de Universidades dedica su título V, a la Evaluación y Acreditación, y establece en su artículo 31 los siguientes objetivos:

"*Artículo 31 Garantía de la calidad*

1. La promoción y la garantía de la calidad de las Universidades españolas, en el ámbito nacional e internacional, es un fin esencial de la política universitaria y tiene como objetivos:

a) La medición del rendimiento del servicio público de la educación superior universitaria y la rendición de cuentas a la sociedad.
b) La transparencia, la comparación, la cooperación y la competitividad de las Universidades en el ámbito nacional e internacional.
c) La mejora de la actividad docente e investigadora y de la gestión de las Universidades.
d) La información a las Administraciones públicas para la toma de decisiones en el ámbito de sus competencias.
e) La información a la sociedad para fomentar la excelencia y movilidad de estudiantes y profesores.

2. Los objetivos señalados en el apartado anterior se cumplirán mediante el establecimiento de criterios comunes de garantía de calidad que faciliten la evaluación, la certificación y la acreditación de:

a) Las enseñanzas conducentes a la obtención de títulos de carácter oficial y validez en todo el territorio nacional.

b) Las enseñanzas conducentes a la obtención de diplomas y títulos propios de las Universidades y centros de educación superior.
c) Las actividades docentes, investigadoras y de gestión del profesorado universitario.
d) Las actividades, programas, servicios y gestión de los centros e instituciones de educación superior.
e) Otras actividades y programas que puedan realizarse como consecuencia del fomento de la calidad de la docencia y de la investigación por parte de las Administraciones públicas."

Además de las referencias estatales y de obligado cumplimiento, la comunidad autónoma de Andalucía también ha regulado la forma de evaluar a las Universidades en su propia Ley Andaluza de Universidades (LAU):

"CAPÍTULO III De la docencia y de la investigación universitaria en Andalucía

Artículo 59. Principios de calidad

1. Las Universidades andaluzas potenciarán la calidad de la docencia y de la investigación en todas las ramas del saber: técnico, científico, de la salud, social y jurídico, artístico y humanístico; la transferencia del conocimiento a la sociedad, y la tecnología como expresión de la actividad universitaria. Estos principios constituyen una función esencial de la Universidad, que deriva de su papel clave en la generación de conocimiento y de su capacidad de estimular y generar pensamiento crítico, decisivo en todo proceso científico.

2. La Consejería competente en materia de Universidades, a través del Consejo Andaluz de Universidades, diseñará políticas de calidad que impliquen la evaluación de la actividad docente e investigadora de los profesores, el desarrollo de planes de actualización y mejora y la creación de incentivos económicos a través de los complementos retributivos reconocidos en esta Ley.

3. En la evaluación de la calidad de la docencia y la investigación universitarias en Andalucía se tendrá en cuenta su adecuación a los principios que inspiran esta Ley, su contribución al conocimiento y al desarrollo del entorno, su vinculación a programas y proyectos educativos o investigadores y, en general, sus implicaciones éticas y sus repercusiones sociales."

Artículo 69. Objetivos y fines

La coordinación de las Universidades andaluzas sirve a los siguientes objetivos y fines:

1. La planificación del sistema universitario andaluz.
2. La mejora de la calidad y excelencia docente, investigadora y de gestión, mediante la fijación de criterios comunes de evaluación de la eficacia, eficiencia y rendimiento de las actividades, estructuras y servicios universitarios."

Esta normativa obliga a las Universidades a incorporar en su funcionamiento los principios de la calidad y a implementar una serie de herramientas para mejorar su funcionamiento y planificación como son: la elaboración de planes estratégicos, evaluaciones institucionales, sistemas de información, etc.

El Anexo I del Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales, regula que los títulos oficiales deben tener un Sistema de Garantía de la Calidad. El sistema puede ser propio para el título, general de la Universidad o del centro responsable de las enseñanzas, aplicable al título.

En este sentido, en la Universidad de Málaga se diseñaron, entre 2008 y 2009, Sistemas de Garantía de la Calidad de Centros, siguiendo las directrices del Programa AUDIT de la Agencia Nacional de Evaluación de la Calidad y Acreditación (ANECA).

Más recientemente, el Real Decreto 420/2015, de 29 de mayo, de creación, reconocimiento, autorización y acreditación de universidades y centros universitarios establece un nuevo marco que posibilita la transición hacia un modelo de Acreditación Institucional. El modelo propuesto, vincula el Sistema de Garantía de la Calidad (SGC) de los Centros Universitarios al proceso de la Acreditación Institucional, constituyendo la certificación de la implantación de los SGC uno de los requisitos necesarios para obtener dicha acreditación, que tendrá una vigencia de 5 años renovable.

La Conferencia General de Política Universitaria, a través de su Comisión Delegada en la sesión de 21 de noviembre de 2017, de conformidad con lo dispuesto en el art. 14 del RD 420/2015, estableció el Protocolo para la certificación de sistemas de garantía interna de calidad de los centros universitarios, regulado por el Ministerio a través de una resolución por la que se dictan instrucciones sobre el procedimiento para la acreditación institucional de centros de universidades públicas y privadas.

Este enfoque de acreditación institucional del centro (facultad, escuela, etc.), que contempla el Real Decreto 420/2015, supone una declaración de principios del legislador, al apostar por una etapa intermedia entre la acreditación de todos los títulos y la acreditación de toda la institución mediante un proceso más gradual, que permita

aprovechar las sinergias de la verificación, el seguimiento y la renovación de la acreditación de títulos en los que se ha trabajado en los últimos años.

Este modelo evolutivo de programa de acreditación a Centros, conlleva un aumento de responsabilidad y desarrollo de una cultura de calidad interna en las instituciones, que revertirá positivamente en los procesos de acreditación de títulos en su fase de diseño o verificación, seguimiento y renovación de la acreditación, y tendrá como objetivo principal garantizar una formación académica que satisfaga las necesidades y expectativas del estudiantado y de la sociedad.

Por su parte, la Dirección de Evaluación de la Agencia Andaluza del Conocimiento (DEVA), en noviembre de 2017, aprueba y hace pública su 'Guía para la certificación de Sistemas de Garantía de la Calidad implantados en los centros de las universidades andaluzas', Programa IMPLANTA-SGCC, que va a permitir a los centros de la Universidad de Málaga certificar sus sistemas de garantía interna de calidad.

Teniendo en cuenta toda esta normativa y de acuerdo con nuestros estatutos, la Universidad de Málaga establece los siguientes criterios para el aseguramiento interno de la calidad:

1. Política de aseguramiento de la calidad

La Universidad de Málaga debe tener una política pública de aseguramiento de la calidad que forme parte de su gestión estratégica. Los grupos de interés internos deben desarrollar e implantar esta política mediante estructuras y procesos adecuados, implicando a los grupos de interés externos.

2. Diseño y aprobación de programas

La Universidad de Málaga debe tener procesos para el diseño y la aprobación de sus programas. Los programas se deben diseñar de manera que cumplan los objetivos establecidos para los mismos, incluyendo los resultados esperados del aprendizaje. La cualificación que resulte de un programa se debe comunicar, especificar claramente y hacer referencia al nivel exacto del marco nacional de cualificaciones de educación superior y, por consiguiente, al Marco de Cualificaciones del Espacio Europeo de Educación Superior.

3. Enseñanza, aprendizaje y evaluación centrados en el estudiante

La Universidad de Málaga debe asegurar que los programas se imparten de manera que animen a los estudiantes a participar activamente en la creación del proceso de aprendizaje y que la evaluación de los estudiantes refleje este enfoque.

4. Admisión, evolución, reconocimiento y certificación de los estudiantes

La Universidad de Málaga debe aplicar de manera consistente normas preestablecidas y publicadas que abarquen todas las fases del "ciclo de vida" de los estudiantes, por ejemplo: admisión, progreso, reconocimiento y certificación de los estudiantes.

5. Personal docente

La Universidad de Málaga debe asegurar la competencia de su profesorado. Asimismo, debe utilizar procesos justos y transparentes para la contratación y el desarrollo de su personal.

6. Recursos para el aprendizaje y apoyo a los estudiantes

La Universidad de Málaga debe contar con una financiación suficiente para desarrollar las actividades de enseñanza y aprendizaje y asegurarse de que se ofrece a los estudiantes apoyo y recursos de aprendizaje suficientes y fácilmente accesibles.

7. Gestión de la información

La Universidad de Málaga debe asegurar que recopila, analiza y usa la información pertinente para la gestión eficaz de sus programas y otras actividades.

8. Información pública

La Universidad de Málaga debe publicar información clara, precisa, objetiva, actualizada y fácilmente accesible sobre sus actividades y programas.

9. Seguimiento continuo y evaluación periódica de los programas

La Universidad de Málaga debe realizar un seguimiento y evaluar periódicamente sus programas para garantizar que logran sus objetivos y responden a las necesidades de los estudiantes y de la sociedad. Dichas evaluaciones deben dar lugar a una mejora continua del programa. Como consecuencia de lo anterior, cualquier medida prevista o adoptada, debe comunicarse a todos los interesados.

10. Aseguramiento externo de la calidad cíclico

La Universidad de Málaga debe someterse a un proceso de aseguramiento externo de la calidad de naturaleza cíclica.

Según estos criterios y los Estatutos de la Universidad de Málaga, se establecen los siguientes instrumentos de gestión de la calidad:

- El Sistema de garantía de calidad institucional y su Manual de Procedimientos.
- El reglamento de funcionamiento de las comisiones académicas y de calidad.

2. ALCANCE

El presente Manual recoge los elementos implicados en la organización y gestión de la calidad en las actuaciones efectuadas por cualquier órgano de gobierno y/o de gestión que atañen a los títulos oficiales de Grado, Máster y Doctorado, así como a las Titulaciones propias de la Universidad de Málaga.

3. INFORMACIÓN DE LA UNIVERSIDAD DE MÁLAGA

La información de la Universidad de Málaga se encuentra permanentemente actualizada en la siguiente dirección:

http://www.uma.es/

En el portal de transparencia se difunde la información pública:

https://www.uma.es/transparencia/

Y se rinden cuentas a los grupos de interés a través de la Memoria de Responsabilidad Social de la UMA.

http://u.uma.es/kg/

4. POLÍTICA Y OBJETIVOS DE CALIDAD DE LA UNIVERSIDAD DE MÁLAGA

Política de Calidad de la Universidad de Málaga

La Universidad de Málaga reconoce la importancia que tiene como factor estratégico el establecimiento de un sistema de garantía de la calidad para el desarrollo de la **misión** que

tiene asignada como universidad y alcanzar su **visión** de futuro respetando y fomentando nuestros **valores**.

En este marco, se planifican periódicamente unos objetivos de calidad, relacionados con las actividades docentes, que buscan atender las necesidades y expectativas razonables de todos los grupos de interés que intervienen en el funcionamiento de esta Universidad, tanto internos como externos, pero muy especialmente las de los estudiantes, razón de ser de la Universidad. La consecución de estos objetivos, no obstante, debe compatibilizarse con el desarrollo de las actividades de investigación, segundo pilar fundamental de la institución universitaria.

La Universidad de Málaga establece las siguientes directrices generales para los objetivos de calidad, que constituyen nuestra Política de Calidad:

- Identificar a los grupos de interés y establecer mecanismos para la detección de sus necesidades y expectativas, y para el intercambio de la información relativa a los resultados que les afecten.
- Impulsar, para todos sus miembros, actividades de formación continua adecuadas según sus respectivas funciones, y facilitar el acceso a la información necesaria para el mejor desarrollo de sus cometidos.
- Establecer una forma sistemática de actuación, y documentarla convenientemente, para asegurar la calidad de todos los procesos involucrados, buscando la eficacia (consecución de los objetivos previstos) y la eficiencia (optimización del uso de los recursos) en todos los procesos de esta Universidad.
- Conseguir un compromiso permanente de mejora continua como norma general de conducta y proponer y llevar a cabo las acciones correctivas y preventivas que pudieran ser necesarias.
- Asegurar que la política de calidad sea entendida y aceptada por todos los miembros de la Universidad, y de acceso público.
- Asegurar que el Sistema de Garantía de la Calidad se mantenga efectivo y que sea controlado y revisado de forma periódica.

Objetivos de Calidad de la Universidad de Málaga

Los objetivos de calidad de la Universidad de Málaga se determinan en el Plan Estratégico de la Universidad y en cada uno de los planes promovidos en los distintos Vicerrectorados, Centros o Servicios. Serán los órganos responsables de estos Planes Estratégicos, los que deben priorizar los objetivos y planificar el despliegue de estos, determinando los recursos necesarios y los Servicios responsables de su ejecución.

Estos objetivos se pueden conocer en:

- Plan Estratégico de la Universidad de Málaga.
- Plan Propio de Investigación
- Plan Propio Integral de Docencia
- Plan Propio de Smart Campus
- Plan de Emprendimiento
- Planes Estratégicos de Centros
- Planes Estratégicos de Departamentos
- Planes Estratégicos de Servicios

5. MISIÓN, VISIÓN Y VALORES DE LA UNIVERSIDAD DE MÁLAGA

Según lo establecido en el Plan Estratégico 2017-2020.

Misión

La UMA es una universidad pública con vocación emprendedora e internacional, que cree en el potencial de su comunidad universitaria y en la proyección de sus valores institucionales, para fomentar la creatividad y la capacidad de innovación a su entorno, caracterizado por la actividad tecnológica, agropecuaria, cultural y turística, y contribuir, con ello, al desarrollo cultural, deportivo, social y económico.

Visión

Una universidad investigadora y generadora de talento, que resuelve problemas del mundo real mediante la creación artística, la innovación docente y la investigación creativa.

Una Universidad para la sociedad, que promueve la difusión de la ciencia y la cultura generada en la Universidad contribuyendo con ello al crecimiento económico y a la mejora de la calidad de vida.

Una Universidad sin fronteras, que incardina la dimensión internacional en todas sus acciones y políticas como respuesta a los nuevos retos de nuestro tiempo: mercado de trabajo internacional, sociedades abiertas y ruptura de los límites territoriales.

Una Universidad innovadora, que apuesta por la transferencia de la investigación universitaria al sistema productivo a través de la creación de empresas de base universitaria y que forma en el desarrollo de la mentalidad empresarial, promoviendo una amplia gama de oportunidades de carrera.

Una Universidad para el bien común, que transmite valores éticos que contribuyen a la mejora del bienestar humano, que guían y caracterizan el quehacer diario de quienes conforman la Universidad de Málaga y que proporciona impactos sociales y culturales para la ciudad y la región.

Valores

Los valores de la UMA son los rasgos culturales que la definen y la distinguen de otras universidades; una manera de actuar que refleja, a nivel global, las actitudes y los comportamientos característicos y mayoritarios de las personas que la componen.

- **Formación integral.** Con el fin de desarrollar armónicamente y con coherencia todas y cada una de las dimensiones del ser humano (ética, espiritual, cognitiva, afectiva, comunicativa, estética, corporal, y sociopolítica), a fin de lograr su realización plena en la sociedad.

- **Pensamiento libre y espíritu crítico.** Promovemos el debate constructivo, creativo y crítico de las ideas, así como la tolerancia de los que discrepan, en aras de consolidar un gobierno universitario y una sociedad participativa.

- **Equidad.** Defensa de la igualdad, basada en el respeto a la diferencia , mediante el ejercicio y la promoción activa de la no discriminación por razón de origen racial o étnico, religión, orientación sexual e identidad de género, diversidad funcional o condición socioeconómica.

- **Compromiso y eficiencia.** Al cumplir y realizar con responsabilidad, puntualidad y perseverancia las actividades que nos corresponden, buscando con ello la satisfacción de las personas, haciendo un uso eficiente de los recursos gestionados y rindiendo cuentas a la sociedad de una manera transparente.

- **Sostenibilidad y bienestar.** La sostenibilidad encuentra reflejo en nuestro compromiso de proteger nuestros recursos naturales y en una planificación financiera responsable, contribuyendo con ello al bienestar social.

6. CICLO DE LA MEJORA CONTINUA EN LA UNIVERSIDAD DE MÁLAGA

Con la finalidad de facilitar la comprensión del sistema de gestión de la calidad establecido en la Universidad de Málaga, se ha diseñado el siguiente resumen gráfico:

1. PLANIFICACIÓN

PLAN ESTRATÉGICO (Objetivos a medio/largo plazo).
Es necesario pensar y definir las estrategias para conseguir cumplir con nuestra misión y visión. Para ello, se recomienda que, en cada ámbito de decisión (Universidad/Centro/Departamento/Servicio), se identifiquen estas líneas de actuación a medio y largo plazo. Lógicamente, la estrategia de los Centros, Departamentos y Servicios debe estar alineada con la Estrategia de la Universidad. La estrategia en la UMA se está desarrollando y desplegando en varios niveles, teniendo en cuenta el PE01. PLANIFICACIÓN ESTRATÉGICA definido en el SGC:

- Plan Estratégico de la Universidad de Málaga
- Plan Propio de Investigación
- Plan Propio Integral de Docencia
- Plan Propio de Smart Campus
- Plan de Emprendimiento
- Planes Estratégicos de Centros
- Planes Estratégicos de Departamentos
- Planes Estratégicos de Servicios

ACCIONES DE MEJORA. Una vez definida la estrategia y para conseguir cumplirla, debemos concretar actuaciones precisas. La estrategia debe ser flexible y adaptarse a las circunstancias (desviación en los resultados esperados, de la opinión de nuestros grupos de interés, de las recomendaciones de evaluadores externos, de las auditorías internas, etc.)

Crear una Acción de Mejora para Estudios de Grado y Máster y de Servicios
Crear una Acción de Mejora para Estudios de Doctorado

2. DESPLIEGUE

PROCESOS, PROCEDIMIENTOS
Es necesario describir y documentar qué hacemos y cómo desarrollamos las funciones que tenemos encomendadas. Para ello, es necesario tener actualizados todos los procesos y procedimientos, y mejorarlos gracias a la experiencia y las posibilidades que nos ofrecen las nuevas tecnologías.

Para facilitar esta tarea, se ha creado una base de datos abierta, que permite visualizar a cualquier miembro de la comunidad universitaria qué y cómo lo hacemos, así como los resultados obtenidos mediante los indicadores. También este sistema

nos permite actualizar de forma dinámica estos procesos, evitando la documentación en papel.

Además, hay que evidenciar todas las actuaciones desarrolladas para poner en marcha los procesos y/o para cumplir con el Sistema de Gestión de la Calidad. Para ello, hemos creado dos bases de datos:

1. Formulario para registrar Actas. Mediante este formulario, se pueden archivar las actas de todas aquellas reuniones que se realicen y que puedan tener una repercusión en el sistema de calidad del Título, Centro o Servicio.
2. Ficha de actividades. Si se realizan actuaciones o actividades que no quedan reflejadas en ningún sistema informático, se puede utilizar esta base de datos para recopilar, analizar y evidenciar nuestras actuaciones.

INDICADORES Y RENDICIÓN DE CUENTAS

En todo proceso de mejora, resulta indispensable incluir algún tipo de referencia que nos indique si lo estamos haciendo bien o mal. Para esto, utilizamos los indicadores de los procesos. Muchos de estos indicadores, vienen definidos por las Agencias de Calidad. Además, debemos rendir cuentas a la sociedad. En este sentido, la UMA mantiene su Portal de Transparencia que sigue todas las recomendaciones del Pacto Mundial de las Naciones Unidas publicando anualmente su Memoria de Responsabilidad Social integrando toda la información en un mismo documento.

Y para hacer un seguimiento adecuado de nuestro funcionamiento, se mantiene constantemente actualizado un Observatorio de Información con los resultados de todos los programas de la Universidad de Málaga que incorpora los Indicadores de nuestro Sistema de Garantía de la Calidad.

3. VERIFICACIÓN

MEMORIA DE RESULTADOS

Una vez finalizado el año/curso académico, es necesario hacer balance de nuestro trabajo, detectando puntos fuertes y áreas de mejora. Por lo tanto, cada programa/título debe hacer esta reflexión anualmente y con posterioridad, el centro, mediante la información del conjunto de sus títulos y su propia actuación, deberá completar la Memoria del Centro.

MEMORIA CENTRO
MEMORIA TÍTULO
MEMORIA SERVICIO

4. ACTUACIÓN
REVISIÓN DE LA ESTRATEGIA Y NUEVAS ACCIONES DE MEJORA La reflexión realizada en las memorias permitirá detectar las áreas de mejora. Estas mejoras pueden programarse bien a corto plazo (menos de 1 año), con lo cual podemos desplegar una ACCIÓN DE MEJORA, bien a medio/largo plazo, lo que supondrá la identificación de una nueva LÍNEA DE ACTUACIÓN ESTRATÉGICA que deberá desplegarse, a su vez, con nuevas acciones de mejora.

7. RESPONSABILIDADES DEL SISTEMA DE CALIDAD.

Ámbito general

- **Comisión Académica y de Calidad de la Universidad.** Gestiona y supervisa el SGC de la Universidad.
- **Rector.** Es el máximo responsable de la calidad en la Universidad.
- **Consejo de Dirección.** Prioriza y asegura la consecución de los objetivos de la Universidad.
- **Dirección de Área y Jefaturas de Servicio**. Despliegan y ejecutan las acciones para cumplir con los objetivos.
- **Servicio de Calidad, Planificación Estratégica y Responsabilidad Social**. Apoya y asesora a todos los órganos de gobierno y gestión para garantizar el cumplimiento del Sistema de Garantía de la Calidad.

Ámbito de Centro/Titulación

- **Comisión Académica y de Calidad del Centro.** Gestiona y supervisa el SGC del Centro.
- **Decanato/ dirección del Centro.** Prioriza y asegura la consecución de los objetivos del Centro.
- **Coordinador/a de Calidad**. Coordina el despliegue del SGC del Centro.
- **Coordinador/a de Título**. Responsable de elaborar informes o memorias del título así como de la elaboración, revisión y seguimiento de los planes de mejora del título.
- **Junta de Facultad/Escuela.** Prioriza y asegura la consecución de los objetivos de la Universidad.
- **Responsables de las unidades administrativas y de gestión de cada centro.** Despliegan y ejecutan las acciones para cumplir con los objetivos.

TAREAS DE MANTENIMIENTO DEL SISTEMA DE GARANTÍA DE LA CALIDAD DE CENTRO

RESPONSABLE	TAREAS	FECHA
EQUIPO DE GOBIERNO/SERVICIO DE CALIDAD	Apoyo y asesoramiento	Continuo
EQUIPO DE GOBIERNO/SERVICIO DE CALIDAD	Auditorías Internas	Abril/Mayo
EQUIPO DE GOBIERNO/SERVICIO DE CALIDAD	Suministro de información	Continuo
EQUIPO DE GOBIERNO/SERVICIO DE CALIDAD	Realización de Encuestas de opinión y Estudios de Prospectiva	Continuo
EQUIPO DE GOBIERNO/RESPONSABLES DE CALIDAD EN LOS CENTROS	Redacción de la Memoria de Resultados del Curso Académico del Centro y de los títulos impartidos en el Centro. Debe ser aprobada en Junta de Centro. Tras esta reflexión debe producirse una revisión sistematizada de cada proceso o procedimiento del SGC, así como de los resultados obtenidos.	15 de marzo
EQUIPO DE GOBIERNO/RESPONSABLES DE CALIDAD EN LOS CENTROS	Coordinar a los responsables de los títulos, mediante reuniones, donde se haga un seguimiento de los distintos títulos, abordando los problemas que hayan podido surgir.	Continuo
EQUIPO DE GOBIERNO/RESPONSABLES DE CALIDAD EN LOS CENTROS	Responsable de garantizar que los coordinadores de título tienen toda la información necesaria sobre aquellos temas que les pueden afectar (becas, movilidad, prácticas, cambios en la	Continuo

	normativa, etc.)	
EQUIPO DE GOBIERNO/RESPONSABLES DE CALIDAD EN LOS CENTROS	Levantar acta de las reuniones de coordinación con los responsables de los títulos y emplear cualquier tipo de herramienta que refleje y documente la tarea de coordinación efectuada.	Continuo
RESPONSABLES DE LOS TÍTULOS	Redacción de la Memoria de Resultados del Curso Académico del Título. Debe ser aprobada en Junta de Centro junto con la Memoria Anual del Centro. Proponer a la Comisión de Garantía de Calidad del Centro los planes de mejora del Grado a medio-largo plazo.	15 de febrero
RESPONSABLES DE LOS TÍTULOS	Levantar acta de todas las reuniones que realice o bien tener evidencias electrónicas del trabajo de coordinación realizado mediante la utilización de cualquier tipo de herramienta de coordinación en el campus virtual.	Continuo

ANEXO I. COMISIÓN ACADÉMICA Y DE CALIDAD DE LA UNIVERSIDAD DE MÁLAGA

La Comisión Académica y de Calidad de la Universidad de Málaga ejercerá sus funciones como órgano de supervisión, control y asesoramiento en materia de ordenación académica y calidad docente, en los términos establecidos por la normativa vigente y el **Reglamento 2/2020, de 21 de julio, de la Universidad de Málaga, por el que se regulan las comisiones emanadas de los títulos tercero y cuarto de los Estatutos de la Universidad**.

ANEXO II. GRUPOS DE INTERÉS DE LA UNIVERSIDAD DE MÁLAGA

A continuación, se relacionan los principales grupos de interés de la Universidad de Málaga:

- Estudiante.

- Personal Docente e Investigador (PDI).
- Personal de administración y servicios (PAS).
- Egresado.
- Empleador.
- Centros colaboradores de prácticas.
- Proveedores.
- Medios de comunicación.
- Colegios profesionales.
- Otros grupos de interés externos.

ANEXO III. MAPA DE PROCESOS UNIVERSIDAD DE MÁLAGA

A continuación, se recoge el mapa de procesos de la Universidad de Málaga:

ESTRATÉGICOS	PE01 LANIFICACIÓN ESTRATÉGICA ver ficha	PE02 DISEÑO DE LA OFERTA FORMATIVA ver ficha	PE03 EDICIÓN, ANÁLISIS Y MEJORA ver ficha	
CLAVES	PC01 DEFINICIÓN DE PERFILES DE INGRESO Y EGRESO DE ALUMNOS ver ficha	PC02 ACOGIDA Y ORIENTACIÓN ACADÉMICA ver ficha	PC03 PLANIFICACIÓN DOCENTE Y EXTINCIÓN DEL TÍTULO ver ficha	PC04 COORDINACIÓN DE LA DOCENCIA ver ficha
	PC05 MOVILIDAD ver ficha	PC06 PRÁCTICAS EXTERNAS ver ficha	PC07 TRABAJO FIN DE GRADO/MÁSTER Y TESIS ver ficha	PC08 INVESTIGACIÓN, TRANSFERENCIA Y DIVULGACIÓN ver ficha
	PC09 EVALUACIÓN DEL APRENDIZAJE ver ficha	PC10 ORIENTACIÓN PROFESIONAL E INSERCIÓN LABORAL ver ficha	PC11 EXTENSIÓN UNIVERSITARIA ver ficha	
APOYO	PA01 ACCESO, MATRICULACIÓN Y APOYO ADMINISTRATIVO EN GENERAL ver ficha	PA02 GESTIÓN DE RECURSOS MATERIALES Y SERVICIOS ver ficha	PA03 GESTIÓN DE PERSONAL ver ficha	PA04 INFORMACIÓN Y COMUNICACIÓN ver ficha
	PA05 MANTENIMIENTO DEL SISTEMA DE GARANTÍA DE CALIDAD ver ficha			

ANEXO IV. EQUIVALENCIAS ENTRE CRITERIOS DE LOS DISTINTOS MODELOS DE GESTIÓN DE LA CALIDAD.

A continuación, se recoge la relación entre los procesos del SGC, los criterios de la DEVA, los criterios y directrices del ESG y las evidencias relacionadas:

Criterio DEVA	Criterio ESG 2015	Proceso/s del SGC	Evidencias
1. Información Pública	1.8. Información pública	PA06. Información y comunicación	Página web del título de Grado Página web del título de Máster Página web del título de Doctorado
2. Política de aseguramiento de la calidad	1.1. Política de aseguramiento de la calidad 1.7. Gestión de la información 1.10. Aseguramiento externo de la calidad cíclica	PE01. Planificación estratégica PE03. Medición, análisis y mejora PA01. Gestión de los documentos y evidencias PA04. Gestión de quejas, sugerencias y felicitaciones PA07. Auditoría Interna	Manual de calidad Política de calidad Objetivos de calidad Memorias de Resultados del SGC Planes de mejora Informes de quejas, sugerencias y felicitaciones Informes de Auditoría Interna Informe de resultados: tasas de éxito y rendimiento Evolutivo de alumnos egresados Análisis comparativo de tasas Estudiantes de nuevo ingreso en el título Tasas de rendimiento y éxito por asignaturas Tasas de graduación

			Tasas de abandono Tasas de eficiencia Duración media de los estudios
3. Diseño, seguimiento y mejora de los programas formativos	1.2. Diseño y aprobación de programas 1.9. Seguimiento continuo y Evaluación periódica de programas	PE02. Diseño de la oferta formativa PC01. Definición de perfiles y captación de alumnos PC04. Planificación docente PC05. Coordinación de la docencia PC09. Extinción del título PA05. Satisfacción de necesidades y expectativas de los grupos de interés	Encuestas de satisfacción del SGC de alumnos Encuestas de satisfacción del SGC de profesores por Centro Encuesta de satisfacción del SGC de profesores por titulación Encuestas de satisfacción del SGC de egresados Encuestas de clima laboral del PAS Encuestas de satisfacción de tutores de prácticas externas (potenciales empleadores)
4. Personal docente e investigador	1.5. Personal docente	PA03. Gestión de personal	Datos plantilla PDI del título (evolución, quinquenios, sexenios, cualificación, investigación, formación, etc.) Perfil del profesorado que supervisa TFG/TFM Perfil del profesorado que supervisa las

			prácticas externas Resultados (favorables, desfavorables, excelentes) del procedimiento de evaluación de la actividad docente del profesorado Resultados encuesta de opinión del alumnado sobre la actuación docente del profesorado
5. Recursos para el aprendizaje y apoyo a los estudiantes	1.6. Recursos para el aprendizaje y apoyo a los estudiantes	PC02. Acceso y matriculación PC06. Movilidad PC07. Prácticas externas PA02. Gestión de recursos materiales y servicios	Oferta/demanda Notas de corte (Falta Máster) Informe alumnos matriculados y procedencia Datos de movilidad entrante/saliente Satisfacción de los alumnos con los programas de movilidad entrante/saliente Informe de prácticas externas extracurriculares Informe prácticas externas curriculares Plantilla de PAS por Centro Planes de mantenimiento
6. Gestión y Evaluación de los resultados	1.3. Enseñanza, aprendizaje y Evaluación	PC03. Acogida, orientación académica e	Información sobre programas de acogida, orientación

de la enseñanza	centrados en el estudiante 1.4. Admisión, evaluación, reconocimiento y Certificación de los estudiantes	integración de alumnos PC08. Trabajo Fin de Grado/Máster/Tesis PC10. Orientación profesional e inserción laboral PC11. Entrega de títulos	académica e integración de alumnos Programas de orientación profesional Plan de orientación profesional 2015/16 Plan de orientación profesional 2016/17 Plan de orientación profesional 2017/18 Informes de inserción laboral

ANEXO V. INDICADORES

INDICADORES DEL SISTEMA DE GARANTÍA DE LA CALIDAD

La experiencia nos enseña que mantener un sistema de indicadores resulta una tarea ardua y laboriosa.

En la Universidad de Málaga, estos indicadores son calculados por nosotros mismos, siguiendo las recomendaciones del Protocolo para el Seguimiento y la Acreditación CURSA y el RD1393/2007.

Paralelamente a este proceso de Seguimiento y Renovación de los títulos y la implantación de los Sistemas de Garantía de la Calidad en las distintas universidades, el Ministerio de Educación inició un proyecto denominado Sistema Integrado de Información Universitaria SIIU, una plataforma de recogida, procesamiento, análisis y difusión de datos del Sistema Universitario Español. Durante los últimos años, todas las Universidades españolas, han tenido que aportar información sobre sus resultados (microdato). Como cualquier proyecto, al principio tenía sus carencias y lagunas, pero en la actualidad el SIIU es una herramienta muy potente que permite disponer de información homogénea y comparable. Además, de ella se obtienen las estadísticas universitarias oficiales recogidas en el Plan Estadístico Nacional.

Así pues, es necesario incorporar estos indicadores SIIU como base para el seguimiento de nuestras titulaciones y centros, integrando estos en el Sistema de Garantía de Calidad, porque nos permitirá comparar de forma fiable nuestros resultados con otros títulos, ramas, centros, universidades y tomar decisiones al respecto.

RECURSOS DISPONIBLES:

- RELACIÓN DE INDICADORES → Relación de Indicadores del SGC con su definición y forma de cálculo
- INDICADORES DEL ÁREA DE ADMINISTRACIÓN Y SERVICIOS - Base de datos con definición y resultados.
- ACCESO PÚBLICO → Información de resultados para nuestros grupos de interés
- ACCESO RESTRINGIDO A RESPONSABLES DE CALIDAD Y DE TOMA DE DECISIONES → Herramienta de gestión de la información (Observatorio de datos) donde se recopilan los principales indicadores y se pueden hacer las comparaciones necesarias con otros programas tanto de la propia universidad con el resto de España. Si no puede acceder envíe un correo a serviciocalidad@uma.es

ANEXO VI. SISTEMA DE QUEJAS Y SUGERENCIAS

REGLAMENTO DE GESTIÓN DE LAS QUEJAS, SUGERENCIAS Y FELICITACIONES DE LA UNIVERSIDAD DE MÁLAGA

ANEXO VII PROCEDIMIENTO DE RECOGIDA, ANÁLISIS Y DIFUSIÓN DE LA SATISFACCIÓN DE LOS ESTUDIANTES DE LA UNIVERSIDAD DE MÁLAGA CON LA LABOR DOCENTE DEL PROFESORADO

PREÁMBULO

El presente procedimiento sistematiza un proceso que permite asegurar una de las principales misiones de nuestra Universidad: ofrecer una enseñanza de calidad a través de su profesorado, mediante la evaluación de la labor docente.

Efectivamente, en los nuevos Estatutos de la Universidad de Málaga se encarga al Consejo de Gobierno en el artículo 14.k *"velar por la calidad y eficiencia de la docencia y la investigación".* A los Departamentos, en el artículo 54.d y t "*velar por la calidad de la docencia y de la investigación, adoptando las medidas que garanticen una evaluación objetiva de las mismas, sin perjuicio de las funciones asignadas a los centros o a otros órganos de la Universidad y proponer estrategias para la mejora de la docencia, dirigidas tanto al profesorado como al estudiantado".* Al profesorado, en el artículo 100.d, se le reconoce el derecho a conocer el reglamento y el resultado de la evaluación de su actividad docente e investigadora y, en el 101.h, a participar y ser evaluado conforme a los reglamentos y sistemas de evaluación que establezca el Consejo de Gobierno. Asimismo, los estudiantes tienen el derecho a recibir una formación adecuada, para lo cual,

podrán evaluar los sistemas pedagógicos y a participar en la programación y ordenación de la enseñanza, conforme a lo establecido en los Estatutos de la Universidad de Málaga, y a participar en el diseño, el seguimiento y la evaluación de la planificación estratégica de la Universidad, tal y como se indica en sendos apartados del artículo 112.

Y para garantizar todo lo anterior, los estatutos establecen las siguientes líneas de actuación de los Equipos de Gobierno:

- *Artículo 133. Calidad en la docencia.*

  1) La Universidad de Málaga promoverá, en la planificación y realización de su actividad docente, la cultura de la calidad, la autoevaluación y el planeamiento estratégico.

  2) Los objetivos institucionales de calidad docente de la Universidad de Málaga se concretarán mediante la elaboración y puesta en práctica de programas orientados a la evaluación, mejora de la enseñanza, innovación educativa y excelencia docente, atendiendo a los criterios de participación, publicidad, corresponsabilidad y transparencia.

  3) Para una mejora de la calidad en la docencia, la Universidad de Málaga potenciará la formación y el perfeccionamiento docente de su profesorado y fomentará la incorporación de nuevas técnicas y métodos educativos.

  4) La Universidad de Málaga procurará la continua mejora de la proporción profesor/estudiante, tendente a la consecución de una enseñanza de calidad.

Y crea una estructura que deberá velar para que todo lo anterior se cumpla:

- *Artículo 140. Comisión Académica y de Calidad*

  4) La Comisión Académica y de Calidad tendrá, al menos, las siguientes competencias:

  a) La coordinación general de los procesos de acreditación, seguimiento y evaluación de la Universidad, sus centros, sus títulos oficiales y sus sistemas de garantía de la calidad.

  b) La coordinación y el seguimiento de la evaluación de la actividad docente.

Por otra parte, los estudios oficiales de Grado, Máster y Doctorado integran, en su Sistema de Garantía de Calidad, un reglamento específico de evaluación de la labor docente. Así pues, a la larga experiencia de la Universidad de Málaga en el proceso de recogida de la satisfacción de los estudiantes, se une la regulación marcada por el desarrollo del Espacio Europeo de Educación Superior.

En consecuencia, en el articulado del presente procedimiento se establece cómo se desarrollan las acciones, qué actores intervienen, cuál es la sistemática de actuaciones y

cuáles son los resultados que se ofrecen en el proceso de aplicación de las encuestas de evaluación de la actividad docente.

Con este marco, se pretenden alcanzar objetivos institucionales en tres planos. Por una parte, la Universidad de Málaga se asegura el cumplimiento de los compromisos de mejora de la calidad docente y de transparencia; por otra, las autoridades académicas pueden contar con información relevante para la toma de decisiones en el seguimiento de los Sistemas de Garantía de Calidad (SGC) de los títulos y programas, así como la identificación de buenas prácticas; y, finalmente, el profesorado dispone de resultados referidos a la opinión de sus estudiantes que le aportan valor y le ayudan a la reflexión.

TÍTULO PRIMERO. ÁMBITO

Artículo 1. Ámbito de alcance

1. Las encuestas que miden la satisfacción de los estudiantes con la actividad docente del profesorado, se aplicarán a todos los estudios oficiales de Grado, Máster y Doctorado de la Universidad de Málaga.
2. Para los estudios de Grado y Máster, en cada curso académico será objeto de evaluación todo el profesorado que figure en la PROA.
3. Para los programas de Doctorado, en cada curso académico se realizarán las encuestas de satisfacción a todo el profesorado de cada programa.

TÍTULO SEGUNDO. RESPONSABLES

Artículo 2. Órganos responsables

1. El Servicio de Calidad planificará y organizará anualmente la recogida de la satisfacción con la labor docente así como la comunicación y difusión del proceso.
2. La aplicación de la encuesta, su análisis y la elaboración de los respectivos informes de resultados estará a cargo del propio Servicio de Calidad.

TÍTULO TERCERO. AGENTES IMPLICADOS

Artículo 3. Definición

En el proceso de recogida de la satisfacción con la labor docente del profesorado, se definen como agentes implicados al estudiantado, el profesorado y las autoridades académicas, entendidas estas últimas como el Equipo de Gobierno de la Universidad de

Málaga, los Equipos de Gobierno de los Centros de la Universidad de Málaga, la dirección de los Departamentos de la Universidad Málaga y la Coordinación de los Títulos oficiales de la Málaga.

Artículo 4. Estudiantes

1. El estudiantado tiene derecho a:
    - Conocer los resultados sobre la valoración de la satisfacción con la labor docente del profesor a nivel de asignatura, curso, título, centro y global de la Universidad.
    - Ser informados sobre las mejoras en la docencia implantadas a partir de los resultados de satisfacción con la labor docente recogidos en cursos anteriores.
    - Conocer el reglamento de recogida de la satisfacción de los estudiantes con la labor docente.
2. El estudiantado tiene el deber de:
    - Cumplimentar las encuestas de satisfacción, expresando su opinión de manera reflexiva, fundada y libre.
    - Expresar su opinión sobre la labor docente del profesorado de forma respetuosa, sin utilizar palabras o expresiones hirientes hacia sus docentes.

Artículo 5. Profesorado

1. El profesorado tiene derecho a:
    - Conocer el procedimiento que regula la recogida de la satisfacción del estudiantado con su labor docente.
    - Comprobar que la información con la que se realizarán las encuestas coincide con la realidad de la docencia impartida y solicitar, en su caso, las correcciones oportunas.
    - Recibir, anualmente, los informes de resultados de su labor docente.
    - Disponer de un histórico de resultados y solicitar, cuando lo desee, la certificación de sus informes.
    - Difundir los niveles de satisfacción, como indicador de cada asignatura, como así sucede con otros resultados académicos de calidad.
2. El profesorado tiene el deber de:
    - Participar en el proceso de recogida de la satisfacción del estudiantado con su labor docente.
    - Promover la participación del estudiantado, a fin de obtener el mayor número de respuestas posible.

Artículo 6. Autoridades académicas

1. Las autoridades académicas tienen derecho a:
   - Recibir anualmente los informes de resultados con el nivel de agregación que corresponda a sus responsabilidades institucionales.
   - Analizar anualmente los resultados de satisfacción con la labor docente dentro de los Sistemas de Garantía de Calidad de los Títulos oficiales y de su ámbito de competencias.
2. Las autoridades académicas tienen el deber de:
   - Conocer el procedimiento de recogida de la satisfacción de los estudiantes con la labor docente.
   - Guardar la debida confidencialidad de los resultados individuales, salvo consentimiento expreso del profesor interesado, que podrá ser revocado en cualquier momento.
   - Colaborar con el Servicio de Calidad en la difusión del proceso en el ámbito de sus competencias, especialmente para garantizar la representatividad de la muestra de estudiantes que cumplimentan las encuestas.

TÍTULO CUARTO. PROCEDIMIENTO

Artículo 7. Metodología y Calendario

1. La valoración de la satisfacción con la labor docente se realizará preferentemente en el aula, a través de dispositivos electrónicos vía Web institucional, en el momento que estime oportuno cada profesor.
2. Cada asignatura/grupo/profesor/a estará identificado por un código que el/la docente proporcionará a sus estudiantes, y que le será previamente facilitado por el Servicio de Calidad.
3. La comunicación de los códigos (asignatura/profesor-a/grupo), por parte del Servicio de Calidad, coincidirá con el inicio tanto del primer como del segundo cuatrimestre, siendo libre cada profesor/a para elegir el momento de distribución más oportuno.
4. No obstante lo establecido en el apartado 1, el profesorado puede proporcionar los códigos y las instrucciones a sus estudiantes por el medio que estime conveniente, siempre con el objetivo de permitir la libre expresión de la opinión de los mismos.
5. Una vez iniciado el proceso de evaluación, no se atenderán modificaciones o reclamaciones del profesorado que no se hayan presentado en el plazo establecido de **10 días naturales posteriores a la recepción del correo electrónico por el profesor.**

Artículo 8. Sistemática

El Servicio de Calidad diseñará, dentro del Sistema de Gestión de la Calidad de la

Universidad de Málaga, el Procedimiento Operativo que desarrolle detalladamente y describa las tareas previstas en el proceso de recogida de la satisfacción del alumnado con respecto a la labor docente del profesorado. Este procedimiento será debidamente publicitado en la Web de la UMA.

Artículo 9. Datos

Los datos recogidos, así como los informes que se deriven de los mismos, forman parte de una base de datos institucional. La responsabilidad de su uso corresponde al Servicio de Calidad, que tiene, a su vez, el encargo de su uso y mantenimiento, preservando la confidencialidad, integridad y seguridad.

CLÁUSULA DE PROTECCIÓN DE DATOS. De conformidad con la Ley Orgánica 3/2018, de 5 de diciembre, de Protección de Datos Personales y garantía de los derechos digitales y la Cláusula informativa sobre tratamiento y autorización de solicitud de datos de estudiantes matriculados y sobre el cumplimiento del código ético de la Universidad de Málaga, le informamos que los datos facilitados se incorporarán a un fichero de datos de carácter personal cuyo responsable es el Servicio de Calidad de la Universidad de Málaga. Su estructura y finalidad son las siguientes:

1. Comprobación de identidad
2. Análisis estadístico de los resultados
3. Generación de informes globales, para la mejora de la calidad de la enseñanza universitaria

Las personas interesadas podrán ejercitar los derechos de acceso, rectificación, cancelación y, en su caso, oposición, ante el responsable del fichero (Servicio de Calidad, Planificación Estratégica y Responsabilidad Social de la Universidad de Málaga) a través del Gestor de Peticiones del Servicio (https://dj.uma.es/serviciocalidad/peticiones/).

TÍTULO QUINTO. RESULTADOS

Artículo 10. Informes individuales

Anualmente, cada profesor/a recibirá su Informe Individual de resultados en formato electrónico en la forma y momento que se detallen en el Procedimiento Operativo.

Artículo 11. Informes agregados

1. Anualmente, se enviarán a las personas que responsables académicos, en el ámbito de sus competencias, los informes de resultados agregados por Asignatura,

Departamento, Título, Centro y general de la Universidad de Málaga, en la forma y momento que se detallen en el Procedimiento Operativo.

2. Atendiendo exclusivamente a motivos de validez estadística, no serán considerados para los informes agregados los resultados de satisfacción de una asignatura o grupo cuando el número de respuestas recogidas sea inferior al 20% de estudiantes matriculados.
3. Las encuestas deberán realizarse cuando se haya impartido al menos un 40% de la docencia presencial.

TÍTULO SEXTO. CORRECCIÓN DE ERRORES

Artículo 12. Corrección de errores

1. La solicitud de corrección de errores a los informes individuales se presentarán exclusivamente por correo electrónico (serviciocalidad@uma.es) durante los diez días hábiles siguientes al del envío de informes individuales al profesorado y en la forma que se detalle en el Procedimiento Operativo.
2. Las solicitudes de corrección han de motivarse atendiendo a:
   - Que se observe algún error técnico o de codificación
   - Que haya alguna confusión en titulación, asignatura o nombre del/ la docente.
3. En ningún caso se atenderán reclamaciones basadas en el nivel de satisfacción alcanzado o en los comentarios que haya realizado libremente el estudiantado, siempre que estos últimos no sean ofensivos.

TÍTULO SÉPTIMO. CERTIFICADOS

Artículo 13. Resultados históricos

1. El profesorado en cualquier momento puede solicitar la certificación de los resultados de la evaluación docente de sus estudiantes. La forma se fija en el Procedimiento Operativo al que se refiere el artículo 8 de este Reglamento.
2. La certificación incluirá todos los resultados disponibles para la persona solicitante desde el curso académico 2011/12.

ANEXO VIII. SISTEMA DE INFORMACIÓN PARA LA TOMA DE DECISIONES

INTELIGENCIA INSTITUCIONAL (SISTEMA DE INFORMACIÓN) EN LA UNIVERSIDAD DE MÁLAGA.

Uno de los pilares básicos para mantener cualquier Sistema de Gestión de la Calidad es disponer de un Sistema de Información, donde se integre toda la información necesaria para analizarla y poder tomar decisiones.

La Universidad tiene unas necesidades crecientes de información, debidas a múltiples circunstancias:

1. Seguimiento de la ejecución del Plan Estratégico.
2. Remisión de información a los órganos de control externo: Cámara de Cuentas de la Comunidad Autónoma y al Tribunal de Cuentas estatal.
3. Cumplimiento de los objetivos establecidos en el Contrato Programa de la Universidad con la Consejería de Economía, Conocimiento, Empresas y Universidad de la Junta de Andalucía.
4. Auditoría por la Consejería de Economía, Conocimiento, Empresas y Universidad de la Junta de Andalucía de los datos aportados por la Universidad en cumplimiento del Contrato Programa.
5. Seguimiento de los Contratos Programa de Centros y Departamentos con la Universidad. Gestión por procesos (exigida en el Contrato Programa).
6. Cartas de Servicios.
7. Sistema de quejas y sugerencias.
8. Medición del grado de satisfacción de los grupos de interés.
9. Elaboración de la Memoria de Responsabilidad Social de la Universidad.
10. Verificación de los títulos oficiales (Programa VERIFICA).
11. Sistemas de Garantía de Calidad de los Centros (cubren las exigencias de los títulos impartidos por cada Centro. Programa AUDIT).
12. Evaluación de la actividad docente del profesorado (Programa DOCENTIA-UMA).
13. Seguimiento de los títulos oficiales.
14. Oferta pública de información a la sociedad, exigida por la Agencia Nacional de Evaluación de la Calidad y Acreditación.
15. Acreditación de títulos oficiales.
16. Información solicitada por la Dirección General de Universidades de la Junta de Andalucía.
17. Información solicitada por el Ministerio de Educación (SIIU).
18. Información solicitada por el Instituto Nacional de Estadística.
19. Información solicitada por la CRUE.
20. Petición de datos por los diferentes ranking universitarios.
21. Información solicitada por los diferentes medios de comunicación.
22. Toma de decisiones por parte del Equipo de Gobierno de la Universidad.
23. Cualquier otra necesidad

La información existe, pero surgen numerosos problemas que dificultan su recopilación, así, por ejemplo:

- Los datos están dispersos en los diferentes sistemas operacionales y bases de datos.
- Existen datos que no están actualizados ni depurados.
- El criterio utilizado para el cálculo del dato existente en el sistema no coincide con el criterio de cálculo del dato demandado.
- Se emplea más tiempo en la extracción del dato que en su análisis.
- Demora en la obtención del dato cuando lo suministra la unidad que lo genera.
- Falta de procedimientos de actuación para el aseguramiento de la obtención y calidad del dato.
- Otros problemas.

La gestión integrada de la información requiere la organización de múltiples datos significativos que se puedan proporcionar tanto al Rector y a su Equipo de Gobierno, para elaborar así la información necesaria que les permita una más rápida y eficaz toma de decisiones, como al resto de grupos de interés interno y externo que necesiten consultar la información.

Un sistema de gestión integrada de la información proporciona a la institución, entre otros, los siguientes beneficios:

- Definición de datos únicos, validados y consensuados para satisfacer la demanda de información.
- Integración de la información generada por los diferentes servicios y unidades de la Universidad.
- Unificación de la información suministrada por la Universidad, con un único acceso al sistema.
- Reducción de los plazos para la obtención de la información.
- Eliminar duplicidades en las estructuras que emiten esta información.

Durante los últimos años, la Universidad de Málaga ha trabajado para definir un Sistema de Información que permita acceder a la información de forma sencilla, evolutiva y gráfica a todas aquellas personas tanto internas como externas que tengan interés en analizarla para la toma de decisiones.

Durante los últimos años, se ha experimentado con diversas herramientas, pero no han cumplido las expectativas deseadas:

- OBIIE, es el interface de nuestro DataWareHouse DWH, una herramienta muy potente para integrar y analizar la información, pero cuyo uso resulta a la vez muy complicado a los usuarios no experimentados (90% de los usuarios de información).
- INFORMES EXCEL, WORD PERSONALIZADOS, ofrecen mucha información de difícil reporte y poca actualización.

Una de los objetivos principales del Servicio de Calidad es desarrollar capacidades suficientes para proporcionar a cada miembro de la comunidad universitaria acceso autónomo a toda aquella información analítica de valor para el óptimo desempeño de sus funciones, a través de canales especializados y permanentes, obteniendo una utilización eficaz de los mismos.

Esta capacidad es lo que se denomina Inteligencia Institucional, que puede definirse como un sistema de información fiable y disponible, que ofrece, mediante su empleo, el mayor beneficio posible para el conjunto de la institución.

Para iniciar este proceso y conseguir dar soporte a la Inteligencia Institucional, se formularon y respondieron las siguientes preguntas:

- ¿Gozan los datos que atesoramos en nuestra institución de la consideración de recurso estratégico, es decir “de importancia decisiva para el desarrollo” de la propia institución? En la actualidad, no aprovechamos de manera eficiente la información y los datos almacenados, ya que no se realizan estudios de tendencias, de prospección, etc.
- ¿O siguen, por el contrario, siendo considerados sólo como un “subproducto” de la automatización de procesos mediante sistemas informáticos? Efectivamente, hay una mayor preocupación por su almacenamiento y seguridad, sin duda alguna factores clave, y, sin embargo, no se ha logrado sistematizar la utilización de la información disponible.

Con estas premisas, se diseñó una estrategia concreta, para incorporar la Inteligencia Institucional como nueva función , y un Portal de Transparencia, reutilizando el conjunto de datos ya disponibles en el Data warehouse y en todas aquellas bases de datos aisladas y dispersas que aún se mantienen en la universidad.

Después de varios análisis y testeo de distintas herramientas, se han utilizado diversas herramientas para facilitar esta integración:

- **Hojas de cálculo y documentos compartidos**, para recopilar la información dispersa en distintos servicios, responsables además de mantener actualizados sus resultados públicos. Se diseñaron más de 65 plantillas para recopilar los conjuntos

de información necesarios para mantener actualizado nuestro portal de Transparencia y la Memoria de Responsabilidad Social. Aunque cada servicio/unidad publica anualmente sus resultados, se trata de documentos compartidos en la web que automáticamente nutren el Portal de Transparencia y la Memoria de Responsabilidad Social.

- **Power BI de Microsoft** es una solución de análisis que permite visualizar los datos y compartir información con toda la organización, o insertarla en su aplicación o sitio web. Permite conectarse a cientos de orígenes de datos, dando vida a los datos con paneles e informes dinámicos.

La unión de estas dos herramientas, así como la explotación de nuestro DWH institucional con las grandes bases de datos (académico, RR.HH. y económico) nos permiten disponer, de forma relativamente sencilla, de un potente Sistema de Información y cumplir con la definición de Inteligencia Institucional, al conseguir:

- Integración de más de 60 conjuntos de datos diferentes (resultados académicos al máximo nivel de asignatura, ordenación académica, recursos humanos, encuestas de satisfacción, acceso a la universidad, prácticas e inserción laboral, resultados de investigación, etc.) en una misma aplicación. La codificación previa de toda esta información ha supuesto un trabajo ingente pero necesario con el fin de que el análisis resulte sencillo a nuestros usuarios.
- Con la integración de esta información, se han elaborado 63 informes diferentes, con distinto grado de profundidad en el análisis, permitiendo analizar en muchos casos, a la Universidad en su conjunto, a un Centro, a tipos de títulos diferentes (grado, máster y doctorado), a un título y las asignaturas que conforman dicho título.
- Estos informes permiten evaluar las distintas dimensiones para la Acreditación de Títulos en todas sus fases (seguimiento, renovación de la acreditación, planes de mejora, etc.). En breve, cada responsable tendrá una cuenta de usuario de esta aplicación, que le permitirá acceder a la misma información, y generar, asimismo, informes personalizados con estos datos y/o descargar los datos.
- Integración de resultados de otras universidades a nivel de ámbito ISCED, para realizar comparaciones necesarias en el proceso de seguimiento de los resultados de nuestras titulaciones, etc.
- Posibilidad de diseño e implementación por parte del propio personal de la Unidad de Calidad lo que unido a su fácil manejo ofrece una mayor celeridad a la hora de incorporar nuevos conjuntos de datos y diseñar nuevos informes gráficos, dinámicos y evolutivos.
- Posibilidad de publicar la información directamente en la web y una actualización masiva y directa.
- Fácil acceso a los usuarios.

Además, toda esta información es pública y accesible a través del portal de Transparencia de la Universidad de Málaga.

ACCESO AL SISTEMA DE INFORMACIÓN PARA LA DIRECCIÓN

Annex # 10

Diploma supplement (sample)

Europa-Universität Flensburg

Université de Strasbourg

Diploma Supplement

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide **sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of** qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Family name(s) / 1.2 First name(s)

1.3 Date of birth (dd/mm/yyyy)

1.4 Student identification number or code (if applicable)

2. INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Name of qualification and (if applicable) title conferred (in original language)

Joint Bachelor Plus Transkulturelle Europastudien: Sprachen, Kulturen, Interaktionen (TES) / Études transcul-turelles européennes: Langues, cultures, interactions (ETE) / Estudios transculturales eu-ropeos: Lenguas, culturas, interacciones (ETE) /Transcultural European Studies: Languages, Cultures and Interactions (TES)

Bachelor of Arts (B.A.)

2.2 Main field(s) of study for the qualification

Humanities

2.3 Name and status of awarding institutions (in original language)

Europa-Universität Flensburg, Germany (EUF, University / Public Institution)

Université de Strasbourg, France (UNISTRA, University / Public Institution)

Universidad de Málaga, Spain (UMA, University / Public Institution)

2.4 Name and status of institution (if different from 2.3) administering studies (in original language)

n/a

2.5 Language(s) of instruction/examination

German, French, Spanish and English

3. INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION

3.1 Level of the qualification

Bachelor's program (UNESCO ISCED Code 5A)

3.2 Official duration of programme in credits and/or years

240 ECTS / 8 semesters / 4 years

3.3 Access requirement(s)

According to §2 of the Joint Study and Examination Regulations the admission requirements are:

a) Proof of a school leaving certificate or practical training qualification for granting admission to higher education according to the relevant national Higher Education Acts
b) Proof of the language requirements

4. INFORMATION ON THE PROGRAMME COMPLETED AND THE RESULTS OBTAINED

4.1 Mode of study

full time study

4.2 Programme learning outcomes

The study programme is orientated towards the areas of languages, culture, literature and media in a European context. Students acquire basic and in-depth knowledge in linguistics, literature, cultural studies and media studies; especially the disciplinary sub-areas of literary theory and literary history, text linguistics, philosophy of language, translation studies, media theory, film and media history, cultural theories, postcolonial and gender studies are addressed. Broad methodological knowledge includes various methods of analysis and interpretation, hermeneutics, discourse analysis, narratology, intertextual or inter- and transcultural approaches. A further qualification goal is profound knowledge of the arts and media, i.e. various text types and genres, literature, museum, film, digital media, intermedial aesthetic practices and narrative elements and various media cultural artefacts.

Subject related learning outcomes:

<u>Plurilingualism (LO 1/LO 5/LO 8)</u>

In keeping with Europe's linguistic diversity, continuous foreign language acquisition is a crucial element of the first three years of study. Students enhance their skills in French, Spanish and German and develop a language profile including the following proficiency in three important European languages:

- L1: CEFR level C1-C2
- L2: CEFR level C1
- L3: CEFR level B2

Students complement this by familiarising themselves with English as an academic lingua franca, especially by means of mandatory language courses in the first study year. In the further course of studies, English proficiency continues to be strengthened by optional offers, such as language

courses, thematically related courses in neighbouring disciplines and selective use of English in academic readings and as language of instruction.

Enhancing language proficiency and building a plurilingual profile in this way allows graduates not only to communicate efficiently in the languages concerned, but also provides them with application-oriented skills and knowledge as well as a key to further studies or professional life on an international scale.

Critical European studies in global context (LO 2, LO 4)

Students acquire in-depth knowledge of European concepts at a global level as well as knowledge of individual European countries. They have knowledge of geographical, historical, political and socio-cultural aspects pertaining to individual European countries, together with detailed knowledge of the continuity of historic and contemporary theories and concepts of Europe. Students also analyse European conflicts and discuss (culturally mediated) solution strategies in the perspective of critical global European studies. This is achieved through the acquisition of a differentiated knowledge of theoretical key concepts in the following areas: History of ideas, history and concepts of Europe, history of language and linguistics, postcolonial and gender studies, history of media and communication, history of knowledge and arts.

Subject-specific knowledge in interdisciplinary perspective (LO 3, LO 4, LO 8)

Basic and in-depth knowledge of the following academic disciplines is acquired: linguistics, literature, arts, cultural studies and media studies; text linguistics, philosophy of language, translation studies, media theory, film and media history, postcolonial and gender studies. This subject-specific knowledge is interlinked in interdisciplinary modules. Particularly in project studies and problem-based learning courses, the skills of interdisciplinary consideration of cultural phenomena in a European context is promoted and strengthened.

Cultural studies: Transculturality, intercultural concepts and Cultural transfer processes (LO 2, LO 3, LO 4)

Graduates know the most important European and non-European concepts and methods in the field of research on transculturality, interculturality, cultural transfer, hybridity, cultural difference and similarity. They are qualified to analyse and understand the diverse processes of cultural transfer in Europe in their historical and contemporary dimension.

Cultural Mediation (LO 1, LO 3, LO 5, LO 7, LO 8)

Furthermore, students learn to apply techniques and skills of cultural mediation by dealing with phenomena such as translation, cultural transfer or transmission. These skills can be deepened and tested in practice especially in the problem-based courses in the second and third year of study, in the internship and in the context of the planning and conduct of the joint conference in the fourth year of study. Here, they can apply their problem-solving skills with regard to their future fields of profession.

Subject-specific methodological and academic skills (LO 2, LO 3, LO 8)

Broad methodological knowledge and skills are imparted for: Various methods of analysis and interpretation, hermeneutics, discourse analysis, narratology, postcolonial contrapuntal readings (Said) or gender-focused analysis. Furthermore, students acquire the ability to critically examine subject-specific arguments and can evaluate them. They are able to reflect on disciplinary academic problems in a theoretically and methodologically adequate way.

Medias and Communication studies (LO 2, LO 4)

A further qualification goal is the ability to understand and analyse different types of arts and media: various text types and genres, literature, museum, film, digital media, intermedial

aesthetic practices and narrative elements, various media cultural artefacts. Media literacy is enhanced and applied especially in subject-specific courses.

Mediation and knowledge transfer (LO 5, LO 6, LO 7, LO 8)

Especially in the practice-oriented parts of the study programme students acquire the ability to communicate information, ideas, problems and solutions adequately, both to specialist and non-specialist audiences. This is an important, career-preparing part of the study programme, in which different communication registers and formats can be tested. At the same time, the social relevance of what has been learned and researched becomes immediately apparent to the students through the transfer of knowledge into society.

4.3 Programme details, individual credits gained and grades/marks obtained

See Final Examination Certificate incl. Transcript of Records.

4.4 Grading system and, if available, grade distribution table

EUF		**UNISTRA**		**UAM**		**Erasmus-Grade**
Sehr gut	1,0	Très bien	16,00-20,00	sobre-saliente (S.T.)	10,0	A
	1,3	bien	14,00-15,99		9,5	
gut	1,7	assez bien	13,50 – 13,99		9,0	B
	2,0		13,00-13,49	notable (N.T.)	8,5	
	2,3		12,51-12,99		8,0	
befriedigend	2,7		12,00-12,50		7,5	C
	3,0	passable	11,51-11,99		7,0	
	3,3		11,01-11,5	aprobado	6,5	D
ausreichend	3,7		10,51-11		6,0	
	4,0		10-10,50		5,0-5,5	E
ungenügend	< 4,0	ajourné	< 10	no aprobado	< 5,0	FX/F

4.5 Overall classification of the qualification (in original language)

Overall grade: X

Bachelor's thesis grade: X

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study

The degree qualifies for commencing a Master's programme

5.2 Access to a regulated profession (if applicable)

not applicable

6. ADDITIONAL INFORMATION

6.1 Additional information

6.2 Further information sources

Information regrading the Universität Flensburg can be found at www.uni-flensburg.de

Information regarding the Université de Strasbourg can be found at www.unistra.fr

Information regarding the Universidad de Málaga can be found at www.uma.es

Further information on the Joint Bachelor programme can be accessed via www.transnational-europe.org

7. CERTIFICATION

This Diploma Supplement refers to the following original documents:

Document on the award of the academic degree [date]

Certificate [date]

Transcript of Records [date]

Certification Date:

Chairwoman/Chairman Examination Committee

(Official Stamp/Seal)

8. NATIONAL HIGHER EDUCATION SYSTEMS

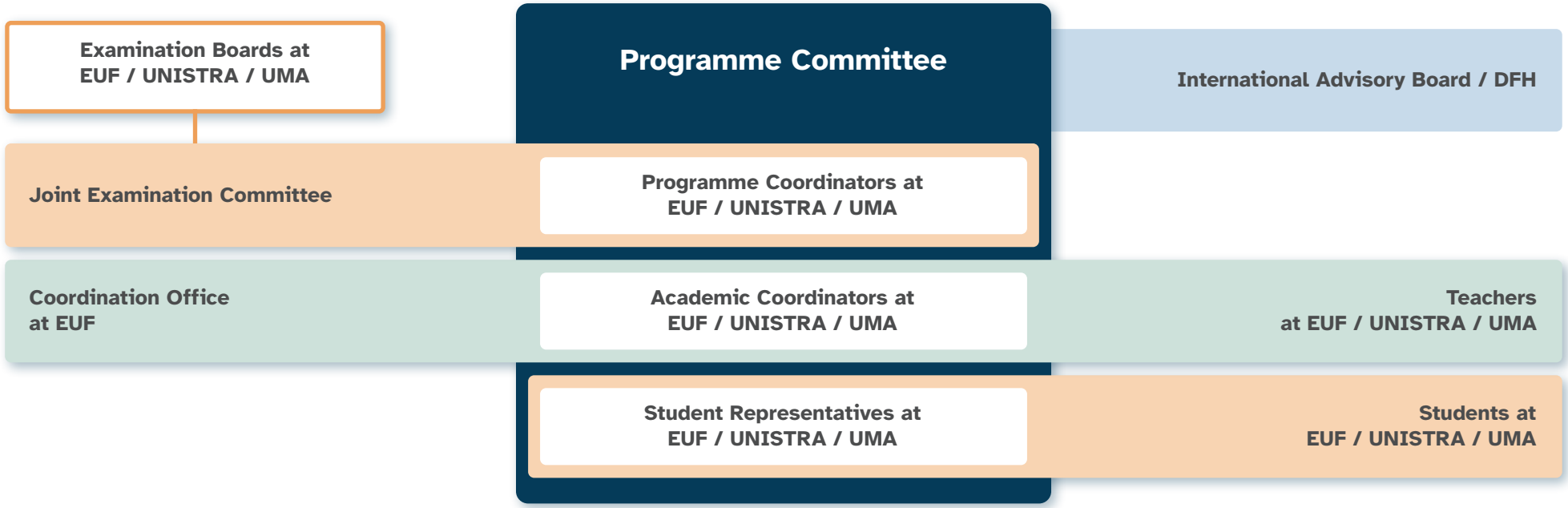
The information on the national higher education systems on the following pages provides a context for the qualification and the type of higher education institutions that awarded it.

a) Germany
b) France
c) Spain

Annex # II

Programme and Consortium governance (diagram)

Europa-Universität Flensburg

Université de Strasbourg

Programme and Consortium Governance