



## Information about the subject

**Degree:** Bachelor of Arts Degree in Law

**Faculty:** Faculty of Legal, Economic and Social Sciences

**Code:** 310301 **Name:** Economic Administrative Law

**Credits:** 6,00 **ECTS Year:** 3 **Semester:** 2

**Module:** Constitutional and Administrative Law

**Subject Matter:** Public Law **Type:** Compulsory

**Field of knowledge:** Social and Legal Sciences

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### Constitutional and Administrative Law

Subject Matter	ECTS	Subject	ECTS	Year/semester
Public Law	30,00	Administrative Law I	6,00	1/2
		Administrative Law II	6,00	2/1
		Administrative Law III	6,00	2/2
		Constitutional Law	6,00	1/1
		Economic Administrative Law	6,00	3/2

## Recommended knowledge

It is recommended to study Administrative Law I and Constitutional Law before studying Economic Administrative Law, although it is not compulsory to have done it or pass the subjects mentioned.



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 To know the concept of Public Economic Law and the essential principles that inform it.
- R2 To understand the impact of EU Law on economic activity and, in general, the role of the various European institutions.
- R3 To know the economic planning work carried out by the Public Administrations.
- R4 To understand the concept of institutional administration, as well as its typology.
- R5 To understand the concept of public companies, the reasons for their existence and the role they play.
- R6 To know the work of intervention of the Public Administrations in the economy, as well as its constitutional basis.
- R7 To know what the administrative activity of limitation consists of, with special incidence in the authorizing techniques.
- R8 To know the main economic services of general interest.
- R9 To know the main techniques of administrative intervention in the telecommunications sector.
- R10 To know the main techniques of administrative intervention in the financial market, public credit and banking regulations.
- R11 To get to know the operation and legal regime of the Stock Market.
- R12 To know the administrative activity of intervention in the trade sector, both in domestic and foreign trade.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	Knowledge of the Science being studied, in this case of the science of Law, fundamentally of the most practical branches, with their international and economic implications and their specialized language.				X
CG2	Analysis and synthesis capacity			X	
CG3	Capacity for organization and planning		X		
CG4	Problem-solving capacity.				X
CG5	Computer skills related to the field of knowledge.		X		
CG6	To be able to effectively obtain information from books and specialized journals, and from other sources.				X
CG7	Critical reasoning when analysing information.				X
CG8	Ethical commitment to information management.				X
CG9	Oral and written communication skills in their native language in relation to the Science of Law.		X		
CG11	Professional relationships: be able to establish and maintain relationships with other relevant professionals and institutions.		X		
CG12	To be able to develop audiovisual presentations.	X			
CG13	Information management capacity.			X	
CG14	Ability to work as a team and collaborate effectively with others.			X	
CG15	Ability to work in interdisciplinary teams.		X		



CG16 Ability to develop and maintain one's own competencies, skills and knowledge according to the standards of the profession.

X

SPECIFIC	Weighting			
	1	2	3	4
CE1 To become aware of the Law as an orderly system of legal norms regulating social relations.				X
CE2 Understanding of the different ways of creation of Law in its historical evolution and in its current reality, assimilating the existence of subordinate and supranational legal systems and the forms in which they are articulated.				X
CE3 Ability to use constitutional principles and values as a working tool in the interpretation of the legal system.				X
CE4 Ability to understand and know how local, regional, state, community, and international institutions work, in their genesis and as a whole, and to identify the competent institution or administration in each case as well as the sectoral law applicable in each case.				X
CE7 Ability to incorporate and manage legal entities and manage their rights and obligations and give legal form to their acts of will.	X			
CE14 Ability to lodge appeals against acts of the different bodies of the various administrations or institutions.				X
CE16 Acquisition of a critical conscience in the analysis of the legal system and acquisition of values and ethical principles.				X
CE18 To learn how to use the existing legal bibliographic information.		X		
CE19 Ability to handle the different legal sources (legal, jurisprudential and doctrinal).			X	
CE20 Mastery of computer techniques in obtaining legal information and communication of legal data (Internet, databases of legislation, jurisprudence, bibliography).		X		
CE21 Ability to read and interpret legal texts.				X
CE22 Ability to make legal arguments.				X
CE23 Ability to write legal texts. Basic knowledge of legal argumentation.		X		



CE25 Development of the ability of working in teams.

x

CE26 Assumption of the necessary interdisciplinary vision of legal problems.

x

CE27 Capacity for negotiation and conciliation.

x

CE29 Ability to legally articulate projects, agreements, or disagreements.

x



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	40,00%	Practical tests
	20,00%	Attendance, active participation and favourable attitude in the subject/ course/ module
	40,00%	Written theoretical tests

### Observations

1st) It is essential to obtain a minimum of 5 out of 10 in the exam (that will be test type) to be able to compute or assess the other two assessment instruments (on the one hand, "attendance, active participation and a favourable attitude in the subject" and, on the other hand, "tests practices ") in 1st call. In the 2nd call, only the exam grade will be taken into account, not taking into account the practices delivered, the tests or practical questionnaires carried out in the classroom or, in principle, the attendance and participation of the student throughout the semester.

2nd) In relation to the concept of "attendance, active participation and a favourable attitude in the subject" (20%), the mere attendance or physical presence at classes will compute a maximum of 5%, while the remaining 15% will derive from the favourable attitude in the subject shown in one of the following ways:

- The interventions of the students in the own classes (face-to-face or online), with the corresponding records or notes.
- Virtual tutorials through the UCVnet Virtual Campus or online sessions through Teams developed as a group or individual tutorial.
- The interventions in the forum created on the UCVnet platform to raise and answer questions on the agenda.
- Emails or messages received raising questions about the subject's syllabus.

3rd) Only if the final grade is equal to or greater than 5, the course will be approved. This in both 1st and 2nd call. However, in the event that the student obtains a total grade close to that approved on the 2nd call, they may pass the course if the teacher considers it correct, taking into account outstanding interventions by the student in question throughout the semester.



## MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Group work sessions supervised by the teacher. Study of legal cases, both true and fictitious. Significant construction of knowledge through student interaction and activity. Critical analysis of values and social commitment.
- M8 Exposition of contents by the teacher, analysis of competences, explanation and demonstration of capacities, skills and knowledge in the classroom.
- M9 Supervised monographic sessions with shared participation.
- M10 Application of interdisciplinary knowledge.
- M11 Personalised attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the aim of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.
- M12 Set of written and/or oral tests used in the initial, formative or summative evaluation of the student.
- M13 Group preparation of readings, essays, resolution of problems, seminars, papers, dossiers, etc., to be presented or delivered in theory classes, practical classes, and/or small group tutorials.
- M14 Student's study: individual preparation of readings, essays, problem-solving, seminars, works, reports, etc. to present or deliver in the theoretical classes, practical classes and/or small group tutorials.





## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Practical cases. M14	R1, R4, R5, R6, R7, R8	8,00	0,32
Theoretical classes. M8	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	48,00	1,92
Tutorial. M11	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	2,00	0,08
Assessment M12	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work. M13	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	4,00	0,16
Individual work. M14	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	86,00	3,44
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
SECTION I. INTRODUCTION. ECONOMIC PUBLIC LAW	UNIT 1. ECONOMIC PUBLIC LAW. Concept. Government intervention in economy: historical evolution. Principles of Economic Public Law. UNIT 2. ECONOMIC MODEL OF THE SPANISH CONSTITUTION OF 1978. Concept and content. The economic model of the Constitution. The distribution of economic powers and market unity. UNIT 3. ECONOMIC PLANNING. SECTION II. ECONOMIC PUBLIC SECTOR.
SECTION II. PUBLIC ECONOMIC SECTOR	UNIT 4. ECONOMY PUBLIC REGULATORY ADMINISTRATIONS. Institutional administration. Types of institutional entities. Independent institutional entities. Regulatory power: CNMC UNIT 5. PUBLIC COMPANIES. Concept. Kinds of public companies.
SECTION III. PUBLIC INTERVENTION TECHNIQUES IN ECONOMY.	UNIT 6. FORMS OF PUBLIC INTERVENTION IN ECONOMY. Classification. Limitation administrative activity. Administrative authorization. UNIT 7. PUBLIC PROMOTION. Concept and techniques. Special reference to subventions. UNIT 8. PUBLIC SERVICES. Legal reserve. Public service: Concept, evolution and management.



## SECTION IV. IMPACT OF ADMINISTRATIVE LAW IN THE DIFFERENT ECONOMIC SECTORS

UNIT 9. REGULATED ECONOMIC ACTIVITY. Services of general economic interest.

UNIT 10. ADMINISTRATIVE INTERVENTION IN THE TELECOMMUNICATIONS SECTOR.

UNIT 11. ADMINISTRATIVE INTERVENTION IN THE ELECTRICAL SECTOR.

UNIT 12. TRADE. Domestic trade. Foreign trade.

UNIT 13. INDUSTRY. Legal status of industrial activities.

UNIT 14. TOURISM. Distribution of powers between the State and the Autonomous Regions. Administrative intervention in the tourism sector.

UNIT 15. GAMING. Administrative intervention in the gaming sector.

## Temporary organization of learning:

Block of content	Number of sessions	Hours
SECTION I. INTRODUCTION. ECONOMIC PUBLIC LAW	5,00	10,00
SECTION II. PUBLIC ECONOMIC SECTOR	7,00	14,00
SECTION III. PUBLIC INTERVENTION TECHNIQUES IN ECONOMY.	9,00	18,00
SECTION IV. IMPACT OF ADMINISTRATIVE LAW IN THE DIFFERENT ECONOMIC SECTORS	9,00	18,00



## References

### BASIC:

- COSCULLUELA MONTANER, L.; LÓPEZ BENÍTEZ, M. Derecho público económico. Madrid: Iustel, 2011.
- RIVERO ORTEGA, R. Derecho administrativo económico. Madrid: Marcial Pons, 2018.
- SANTAMARIA PASTOR, J. A.: Principios de Derecho administrativo general, Vols. I y II. Madrid: Iustel. 5ª edición, 2018.

### COMPLEMENTARY:

- ÁLVAREZ CONDE, E. [et altr.]. Derecho Constitucional. Madrid: Tecnos, 6ª Edición, 2016.
- GARCÍA DE ENTERRÍA, E.: FERNÁNDEZ, T.R. Curso de Derecho administrativo. Vols. I y II. Madrid: Civitas. 17ª-14ª Edición, 2015.
- MANGAS MARTÍN, A. LIÑÁN NOGUERAS, D.J.: Instituciones y Derecho de la Unión Europea. Madrid: Tecnos, 2020.
- MUÑOZ MACHADO, S., Tratado de Derecho Administrativo y Derecho Público General. Madrid: Boletín Oficial del Estado, 2015
- PARADA VAZQUEZ, R.: Derecho Administrativo. Tomos I y II. Madrid: Open. 2019.
- PASCUAL GARCÍA, J. El régimen jurídico de las subvenciones públicas. Madrid: Boletín Oficial del Estado, 2016.
- SOLANES MULLOR, J.: Administraciones independientes y Estado regulador: el impacto de la Unión Europea en el derecho público español. Madrid: Congreso de los Diputados, Departamento de Publicaciones, 2016.



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒

Microsoft Teams

☐

Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:



The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used
written theoretical tests	40	No changes	UCVnet (moodle)
Practical tests	40	No changes	UCVnet (moodle)
Attendance, active participation and favourable attitude in the subject	20	Active participation and favourable attitude in the subject = 20%	Microsoft Teams

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:



- Regarding attendance, being online classes, attendance is not compulsory (although it is convenient) and mere attendance will not count in the final grade. Consequently, attendance is not recorded. The percentage of punctuation foreseen for the mere attendance (5%) will increase the percentage of participation and favourable attitude in the subject (the percentage of this will be, in total, 20%). In other words, since the classes are online, only the participation of the student will be taken into account (in addition, of course, the percentage corresponding to the practices and the exam).

However, in order not to harm the students and in order to respect the corresponding percentages indicated in the teaching guides (in accordance with the academic report) while they have been applicable, the percentage corresponding to the mere attendance of the face-to-face classes developed until now.

- Regarding the final exam (to be done within the official exam period), it will be theoretical test type. The differences with respect to what was initially planned lie in that it will be carried out online through the UCVnet platform (moodle).