



| Teaching Guide | | | | |
|---------------------|---|--------|-------------------|---------|
| Identifying Data | | | | 2016/17 |
| Subject (*) | Dereito do Traballo II | Code | 660G01012 | |
| Study programme | Grao en Relacións Laborais e Recursos Humanos (Coruña) | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 2nd four-month period | Second | Obligatoria | 6 |
| Language | Spanish | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | | | | |
| Coordinador | Munín Sánchez, Lara M. | E-mail | lara.munin@udc.es | |
| Lecturers | Munín Sánchez, Lara M. | E-mail | lara.munin@udc.es | |
| Web | moodle.udc.es | | | |
| General description | The aim of this course is the study of the contract of work labor relation including his(her,your) origin, content, modifications and extinction as well as also the labor special relations. | | | |

| Study programme competences / results | |
|---------------------------------------|--|
| Code | Study programme competences / results |
| A1 | Marco normativo regulador das relacións laborais. |
| A13 | Transmitir e comunicarse por escrito e oralmente usando a terminoloxía e as técnicas adecuadas. |
| A14 | Seleccionar e xestionar información e documentación laboral. |
| A16 | Asesorar e/ou xestionar en materia de emprego e contratación laboral. |
| A20 | Realizar funcións de representación e negociación en diferentes ámbitos das relacións laborais. |
| A27 | Asesoramento a organizacións sindicais e empresariais, e aos seus afiliados. |
| A30 | Representación técnica no ámbito administrativo e procesual e defensa ante os tribunais. |
| A31 | Aplicar os coñecementos á práctica. |
| A33 | Comprender o carácter dinámico e cambiante das relacións laborais no ámbito nacional e internacional. |
| A35 | Análise crítico das decisións emanadas dos axentes que participan nas relacións laborais. |
| B1 | Resolución de problemas. |
| B2 | Capacidade de análise e síntese. |
| B5 | Toma de decisións. |
| B6 | Comportarse con ética e responsabilidade social como cidadán e como profesional. |
| B8 | Razoamento crítico. |
| B9 | Traballo en equipos. |
| B12 | Motivación para a calidade. |
| B14 | Aprendizaxe autónomo. |
| C1 | Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma. |
| C3 | Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida. |
| C4 | Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común. |
| C6 | Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse. |
| C7 | Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida. |

| Learning outcomes | | |
|---|---------------------------------------|--|
| Learning outcomes | Study programme competences / results | |
| Marco normativo regulador das relacións laborais. | A1 | |



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| Transmitir e comunicarse por escrito e oralmente usando a terminoloxía e as técnicas adecuadas. | A13 | | |
| Seleccionar e xestionar información e documentación laboral. | A14 | | |
| Asesorar e/ou xestionar en materia de emprego e contratación laboral. | A16 | | |
| Realizar funcións de representación e negociación en diferentes ámbitos das relacións laborais. | A20 | | |
| Asesoramento a organizacións sindicais e empresariais, e aos seus afiliados. | A27 | | |
| Representación técnica no ámbito administrativo e procesual e defensa ante os tribunais. | A30 | | |
| Aplicar os coñecementos á práctica. | A31 | | |
| Comprender o carácter dinámico e cambiante das relacións laborais no ámbito nacional e internacional. | A33 | | |
| Análise crítico das decisións emanadas dos axentes que participan nas relacións laborais. | A35 | | |
| Resolución de problemas. | | B1 | |
| Capacidade de análise e síntese. | | B2 | |
| Toma de decisións. | | B5 | |
| Comportarse con ética e responsabilidade social como cidadán e como profesional. | | B6 | |
| Razoamento crítico. | | B8 | |
| Traballo en equipos. | | B9 | |
| Motivación para a calidade. | | B12 | |
| Aprendizaxe autónomo. | | B14 | |
| Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma. | | | C1 |
| Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida. | | | C3 |
| Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común. | | | C4 |
| Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse. | | | C6 |
| Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida. | | | C7 |

| Contents | |
|---|---|
| Topic | Sub-topic |
| I. BEGINNING OF THE EMPLOYMENT RELATIONSHIP.. | <p>LESSON 1: THE EMPLOYMENT CONTRACT.</p> <p>LESSON 2: CONCLUSION OF THE EMPLOYMENT CONTRACT.</p> <p>LESSON 3: CONTRACT: FUNTIONS AND DEFECTS.</p> <p>LESSON 4: DIFFERENT TYPES OF WORK CONTRACT.</p> |
| II. CONTENT OF THE WORK CONTRACT. | <p>LESSON 5: THE RENDERING OF WORK (I).</p> <p>LESSON 6: THE RENDERING OF WORK (II): WORKING TIME.</p> <p>LESSON 7: DUTIES OF WORKERS.</p> <p>LESSON 8: POWERS OF THE EMPLOYER.</p> <p>LESSON 9: WAGE.</p> <p>LESSON 10: WORKER PROTECTION.</p> |



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| III. CHANGES IN THE EMPLOYMENT RELATIONSHIP | LESSON 11: THE CHANGE OF THE SUBJECTS OF THE LABOR RELATION. LESSON 12: THE MODIFICATION OF THE CONTENTS OF THE CONTRACT OF EMPLOYMENT. LESSON 13: SUSPENSION OF THE EMPLOYMENT RELATIONSHIP |
| IV. TERMINATION OF EMPLOYMENT | LESSON 14: TERMINATION OF EMPLOYMENT RELATIONSHIP. REASONS. LESSON 15: TERMINATION OF EMPLOYMENT RELATIONSHIP. DISMISSAL. |
| V. SPECIAL EMPLOYMENT RELATIONSHIPS | LESSON 16: THE SPECIAL EMPLOYMENT RELATIONSHIPS. |

| Planning | | | | |
|--------------------------------|---|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech | A1 A13 A14 A16 A20 A27 A30 A33 B1 B2 B6 B8 B12 C3 C4 | 20 | 50 | 70 |
| Case study | A1 A13 A14 A16 A20 A27 A30 A31 A33 A35 B1 B2 B5 B8 B9 B14 C1 C3 C4 C6 C7 | 9 | 20 | 29 |
| Document analysis | A1 A13 A14 A16 A20 A27 A30 A31 A33 A35 B1 B2 B8 B12 B14 C1 C3 C4 C6 C7 | 5 | 15 | 20 |
| Directed discussion | A1 A13 A16 A20 A27 A30 A31 A35 B1 B2 B6 B8 B9 B12 C1 C4 C6 C7 | 3 | 9 | 12 |
| Oral presentation | A13 A14 B2 B9 B12 C1 C3 C7 | 2 | 8 | 10 |
| Field trip | A1 A14 A16 A20 A27 A30 A31 A35 B1 B2 B5 B6 B8 B12 C1 C4 C6 C7 | 0 | 2 | 2 |
| Student portfolio | A1 A13 A14 A16 A27 A31 A35 B1 B2 B5 B8 B12 B14 C1 C3 C4 C6 C7 | 0 | 3 | 3 |
| Objective test | A1 A13 A16 A20 A27 A30 A31 B1 B2 B5 B8 C1 C6 | 3 | 0 | 3 |
| Personalized attention | | 1 | 0 | 1 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|---------------|-------------|
| Methodologies | Description |



| | |
|--------------------------------|--|
| Guest lecture / keynote speech | Oral presentation (using audiovisual material and student interaction) designed to transmit knowledge and encourage learning. Presentations of this type are variously referred to as 'expository method?', 'guest lectures?' or 'keynote speeches?'. (The term 'keynote?' refers only to a type of speech delivered on special occasions, for which the lecture sets the tone or establishes the underlying theme; it is characterised by its distinctive content, structure and purpose, and relies almost exclusively on the spoken word to communicate its ideas.) |
| Case study | Teaching-learning method in which students are presented with a specific set of real-life circumstances and a problem ('case?') which they must attempt to understand, assess and solve as a group through a process of discussion. Students should be able to analyse a series of facts relating to a particular area of knowledge or activity, and arrive at a rational conclusion via a process of discussion within small work groups. |
| Document analysis | Research skills development involving use of audiovisual and/or bibliographical documents (documentary or film extracts, news items, advertising images, photographs, articles, legal texts, etc.) relating to specific topic of study, with targeted analysis activities. Used as introduction to topic, as focus for case study, to explain abstract processes and present complex situations, or as strategy for synthesising content (theoretical and practical). |
| Directed discussion | Group dynamic technique involving free, informal, spontaneous debate among members of group; may also take form of coordinated discussion in presence of moderator. |
| Oral presentation | Core component of teaching-learning process involving coordinated oral interaction between student and teacher, including proposition, explanation and dynamic exposition of facts, topics, tasks, ideas and principles. |
| Field trip | Activities associated with particular area of study which take place away from university or academic environment (businesses, institutions, organisations, historical sites, etc.), aimed at developing research capacities, including direct, systematic observation, information gathering and product development (project outline, plan, etc.) |
| Student portfolio | Folder or binder divided into clearly marked or labelled sections containing record or products of learning activities performed over a given period, with student's progress charted through marks achieved and comments of teacher. The portfolio or file folder for the purposes of this asignatura- includes all documents or files to be delivered by the student to score as 'work' or 'practical': research, case studies, summaries, project outlines and development, article analysis, summaries, tests, tasks and task outcomes, etc. |
| Objective test | Written learning progress test, characterised by pre-determined answers. Well-designed tests offer objectively quantifiable results in relation to student knowledge, capacities, skills, performance, aptitudes, attitude, intelligence, etc. Used for diagnostic, formative and summative assessment. May consist of all or any of the following types of questions: multiple choice, ordering and sequencing, short answer, binary, completion, multiple matching. |

Personalized attention

| Methodologies | Description |
|--|--|
| Field trip Guest lecture / keynote speech Objective test Student portfolio Document analysis Case study Directed discussion Oral presentation | This is to facilitate students through personalized attention, information on any matter arising in the development of the subject, such as, methods, skills, proposals, analysis could be done in understanding and learning of the subject etc. . This activity may be conducted in person (directly in the classroom and at times the teacher has assigned to tutoring office) or non-contact (through email or virtual campus). |

Assessment

| Methodologies | Competencies / Results | Description | Qualification |
|---------------|------------------------|-------------|---------------|
| | | | |



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|--------------------------------|---|--|----|
| Guest lecture / keynote speech | A1 A13 A14 A16 A20 A27 A30 A33 B1 B2 B6 B8 B12 C3 C4 | Oral presentation (using audiovisual material and student interaction) designed to transmit knowledge and encourage learning. Presentations of this type are variously referred to as 'expository method?', 'guest lectures?' or 'keynote speeches?'. (The term 'keynote?' refers only to a type of speech delivered on special occasions, for which the lecture sets the tone or establishes the underlying theme; it is characterised by its distinctive content, structure and purpose, and relies almost exclusively on the spoken word to communicate its ideas.) | 5 |
| Objective test | A1 A13 A16 A20 A27 A30 A31 B1 B2 B5 B8 C1 C6 | Written learning progress test, characterised by pre-determined answers. Well-designed tests offer objectively quantifiable results in relation to student knowledge, capacities, skills, performance, aptitudes, attitude, intelligence, etc. Used for diagnostic, formative and summative assessment. May consist of all or any of the following types of questions: multiple choice, ordering and sequencing, short answer, binary, completion, multiple matching. | 80 |
| Student portfolio | A1 A13 A14 A16 A27 A31 A35 B1 B2 B5 B8 B12 B14 C1 C3 C4 C6 C7 | Folder or binder divided into clearly marked or labelled sections containing record or products of learning activities performed over a given period, with student's progress charted through marks achieved and comments of teacher. The portfolio or file folder for the purposes of this asignatura- includes all documents or files to be delivered by the student to score as 'work' or 'practical': research, case studies, summaries, project outlines and development, article analysis, summaries, tests, tasks and task outcomes, etc. | 15 |

Assessment comments

The student that does not exceed the above criteria approved valuation will undergo a final examination of the subject, on the day and time designated by the Centre.

Sources of information

| | |
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| Basic | <ul style="list-style-type: none"> - Vida Soria, J. y otros (). Manual de Derecho del Trabajo. Ed. Tirant Lo Blanch. - Albiol Montesinos, I. y otros (). Compendio de Derecho del Trabajo. Ed. Tirant Lo Blanch. - Martín Valverde, A. y otros (). Derecho del Trabajo. Ed. Tecnos - Martínez Girón, J., Arufe Varela, A., Carril Vázquez, X.M., (). Derecho del Trabajo. Ed. Netbiblo. |
| Complementary | <ul style="list-style-type: none"> - García Perrote-Escartin, I. (). Manual de Dererecho del trabajo. Ed. Tirant Lo Blanch - Martínez Girón, J., Arufe Varela, A.. (). Derecho crítico del Trabajo. Ed. Netbiblo. - Alonso Olea, M. y Casas Baamonde, M.E. (). Derecho del Trabajo. Ed. Civitas - Palomeque López, M. y Alvarez de la Rosa, M. (). Derecho del Trabajo. Ed. Centro de Estudios Ramón Areces - Camps Ruiz, L.M., y Ramírez Martínez, J.M., Coord. (). Derecho del Trabajo. Ed. Tirant Lo Blanch - Mercader Urgina, J.R., De la Puebla Pinilla, A. Gomez Abelleira, F.J. (). Lecciones de Derecho del Trabajo. Ed. Tirant Lo Blanch <p>Débese dispoñer, para o seu manexo durante o curso, da lexislación laboral (Estatuto dos Traballadores e demais disposicións complementarias) debidamente actualizada. Igualmente poderanse consultar outro tipo de Fontes de información: artigos de fondo, estudos concretos sobre unha materia, investigacións respecto a distintos temas, así como internet. Toda a bibliografía e lexislación recomendada, debe de ser a última edición publicada.</p> |

Recommendations

Subjects that it is recommended to have taken before



Introdución ao Dereito/660G01001

Informática Básica/660G01005

Dereito Societario/660G01006

Teoría das Relacións Laborais/660G01010

Dereito do Traballo I/660G01011

Dereito Sindical I/660G01013

Subjects that are recommended to be taken simultaneously

Dereito Sindical II/660G01014

Subjects that continue the syllabus

Dereito Procesual Laboral/660G01032

Other comments

Esta asignatura empregará como elemento fundamental de la docencia la plataforma Moodle de modo que será responsabilidad del alumno su debida utilización para los distintos usos para los que pueda ser requerida así como su consulta con la debida periodicidad.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.