



Teaching Guide				
Identifying Data			2020/21	
Subject (*)	Theory of Industrial Relations	Code	760G01010	
Study programme	Grao en Relacións Laborais e Recursos Humanos (Ferrol)			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	First	Obligatory	6
Language	GalicianEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Dereito Público			
Coordinador	De Castro Mejuto, Luis	E-mail	luis.de.castro@udc.es	
Lecturers	De Castro Mejuto, Luis Munín Sánchez, Lara María	E-mail	luis.de.castro@udc.es l.munin@udc.es	
Web	moodle.udc.es			
General description	<p>1. Cúrsase no primeiro curso do grao, como materia obrigatoria.</p> <p>2. Trátase dunha materia a través da que se pretende capacitar ao estudiantado no emprego dos conceptos, das perspectivas e dos modelos de produción en que poden operan as relacións laborais.</p> <p>3. Os contidos da materia, estreitamente relacionados coas demais materias que conforman o plano de estudos, responden á necesidade de incorporar á formación do estudiantado as habilidades e ferramentas esenciais para coñecer as dinámicas que teñen lugar nas relacións laborais, tanto individuais como colectivas.</p> <p>4. Concretamente, perséguese que o estudiantado poida realizar unha análise da realidade xurídico-laboral, tendo en conta a súa capacidade para comprender o carácter dinámico e cambiante das relacións laborais, para percibir as diferencias existentes entre os diferentes modelos de relacións laborais, para valorar as decisións emanadas dos suxeitos que interveñen nas relacións laborais, para analizar o comportamento dos axentes sociais nos diferentes modelos de relacións laborais, e por último, para apreciar as diferencias existentes entre os diferentes modelos de benestar</p> <p>5. Todo isto explica que se establezan como obxectivos: 1) capacitar para comprender o carácter dinámico e cambiante das relacións laborais; 2) capacitar para comprender as diferencias existentes entre os diferentes modelos de relacións laborais; 3) capacitar para valorar as decisións emanadas dos suxeitos que interveñen nas relacións laborais; 4) capacitar para valorar o comportamento dos axentes sociais nos diferentes modelos de relacións laborais; e 5) capacitar para comprender as diferencias existentes entre os diferentes modelos de estados de benestar.</p>			



<b>Contingency plan</b>	<p>1. Modifications to the contents</p> <p>2. Methodologies</p> <p>*Teaching methodologies that are maintained</p> <p>*Teaching methodologies that are modified</p> <p>3. Mechanisms for personalized attention to students</p> <p>4. Modifications in the evaluation</p> <p>*Evaluation observations:</p> <p>5. Modifications to the bibliography or webgraphy</p>
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Study programme competences / results	
Code	Study programme competences / results
A1	Marco normativo regulador das relacións laborais.
A3	Saúde laboral e prevención de riscos laborais.
A11	Teoría e sistemas de relacións laborais.
A12	Historia 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.
A15	Dirixir grupos de persoas.
A22	Planificación e deseño, asesoramento e xestión dos sistemas de prevención de riscos laborais.
A27	Asesoramento a organizacións sindicais e empresariais, e aos seus afiliados.
A31	Aplicar os coñecementos á práctica.
A32	Comprender a relación entre procesos sociais e a dinámica das relacións laborais.
A33	Comprender o carácter dinámico e cambiante das relacións laborais no ámbito nacional e internacional.
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.
B9	Traballo en equipos.
B12	Motivación para a calidade.
B13	Adaptación a novas situacións.
B17	Sensibilidade cara a temas medioambientais.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
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.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes	
Learning outcomes	Study programme competences / results



Labor Relations regulatory framework	A1		
Occupational health and prevention of occupational risks.	A3		
Theory and systems of labor relations.	A11		
History of labor relations.	A12		
Transmit and communicate in writing and orally using appropriate terminology and techniques.	A13	B1	C1
Select and manage labor information and documentation.	A14	B5	C4
Lead groups of people.	A15	B9	C6
Planning and design, advice and management of occupational risk prevention systems.	A22		
Advice to union and business organizations, and their affiliates.	A27		
Apply knowledge to practice.	A31		
Team work.			
Express themselves correctly, both orally and in writing, in the official languages of the autonomous community.			
Develop for the exercise of an open, educated, critical, committed, democratic and supportive citizenship, capable of analyzing reality, diagnosing problems, formulating and implementing solutions based on knowledge and oriented to the common good.			
Critically appraise the knowledge, technology and information available to solve the problems they must face.			
Behave with ethics and social responsibility as a citizen and as a professional.	A32	B2	C6
Motivation for quality.	A33	B6	C7
Adaptation to new situations.		B12	C8
Sensitivity to environmental issues.		B13	
Critically appraise the knowledge, technology and information available to solve the problems they must face.		B17	
Assume as a professional and citizen the importance of learning throughout life.			
Valuing the importance of research, innovation and technological development in the socio-economic and cultural advancement of society.			

Contents	
Topic	Sub-topic
PART ONE  INTRODUCTION.	LESSON 1. THE THEORY OF LABOR RELATIONS. LESSON 2. THEORIES AND ANALYTICAL MODELS OF THE LABOR RELATIONS SYSTEMS.
PART TWO  HISTORY OF THE REGULATION OF THE SPANISH LABOR RELATIONS SYSTEM	LESSON 3. A STAGE OF REGULATORY DISPERSION. LESSON 4. A STAGE OF REGULATORY SYSTEMATIZATION. LESSON 5. THE CURRENT STAGE OF CONSTITUTIONAL IMPREGNATION AND EUROPEIZATION.
PART THREE  THE CURRENT REGULATION OF THE SPANISH LABOR RELATIONS SYSTEM	LESSON 6. THE SOURCES OF THE SPANISH LABOR RELATIONS SYSTEM. INTERNAL SOURCES. LESSON 7. THE SOURCES OF THE SPANISH LABOR RELATIONS SYSTEM. INTERNATIONAL SOURCES.
PART FOUR  THE INDIVIDUAL LABOR RELATION	LESSON 8. THE WORKER. LESSON 9. THE EMPLOYER AND THE COMPANY. LESSON 10. THE CONTRACT OF EMPLOYMENT.
PART FIVE  THE LABOR COLLECTIVE RELATIONS	LESSON 11. TRADE UNION AND BUSINESS ORGANIZATIONS. LESSON 12. COLLECTIVE BARGAINING AND COLLECTIVE DISPUTES



PART SIX	LESSON 13. THE COMMUNITY AND COMPARED, EUROPEAN AND NORTH AMERICAN MODELS OF LABOR RELATIONS.
THE LABOR RELATIONS FROM A COMPARATIVE POINT OF VIEW	LESSON 14. THE IMPACT OF GLOBALIZATION OR GLOBALIZATION OF THE ECONOMY ON LABOR RELATIONS.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Objective test	A33 A32 A31 A27 A22 A14 A13 A12 A11 A1 B1 B2 B5	2	6	8
Student portfolio	A33 A32 A31 A27 A22 A15 A13 A12 A11 A3 A1 B17 B13 B12 B9 B6 B5 B2 B1 C1 C4 C6 C7 C8	20	40	60
Guest lecture / keynote speech	A1 A11 A12 A14 A27 A32 A33 B6 B12 C6 C7 C8	27	54	81
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
Objective test	Oral or written test used for learning assessment, whose distinctive feature is the possibility of determining whether or not the answers given are correct. It constitutes a measuring instrument, rigorously elaborated, that allows evaluating knowledge, capacities, skills, performance, aptitudes, attitudes, intelligence, etc. It is applicable for both diagnostic, formative and summative evaluation. The objective test can combine different types of questions: multiple choice, ranking, short answer, discrimination, completion and / or association questions. You can also build with just one type of any of these questions
Student portfolio	For the purposes of this subject, the student's portfolio designates the set of works, practices and tasks of any kind carried out and delivered by the student during the term according to the criteria indicated by the teacher.
Guest lecture / keynote speech	Oral presentation in English and Spanish, complemented by the use of audiovisual media and the introduction of some questions for students, in order to transmit knowledge and facilitate learning. The master class is also known as "lecture", "expository method" or "master class". This last modality is usually reserved for a special type of lesson given by a teacher on special occasions, with content that involves original elaboration and based on the almost exclusive use of the word as a way of transmitting information to the audience.

Personalized attention	
Methodologies	Description



<p>Objective test Guest lecture / keynote speech Student portfolio</p>	<p>The academic activity developed by the teachers, individually or in a small group, aims to meet the needs and queries of the students related to the study of the contents of this subject, providing guidance, support and motivation in the learning process.</p> <p>This activity can be carried out face-to-face (directly in the classroom and in office tutorials) or non-face-to-face (via email or virtual campus) and is especially useful for students with no attendance or partial enrollment.</p> <p>Personalized attention should not be confused with academic tutoring, since this refers to the need to assign a tutor to each student from the first course until the end of the undergraduate university studies, with the aim of offering permanent and formal support in those moments when you must make decisions.</p>
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Assessment			
Methodologies	Competencies / Results	Description	Qualification
Objective test	A33 A32 A31 A27 A22 A14 A13 A12 A11 A1 B1 B2 B5	<p>Written test used for the assessment of learning, whose distinctive feature is the ability to determine whether the answers are correct or not. It is a measuring instrument, carefully prepared, designed to measure knowledge, skills, abilities, performance, skills, attitudes, intelligence, etc.. It applies to both the diagnostic, formative and summative assessment.</p> <p>The objective test can combine different types of questions: multiple-choice questions, management, short answer, discrimination, complete and / or association. Also prune build with one type of any of these questions</p>	50
Student portfolio	A33 A32 A31 A27 A22 A15 A13 A12 A11 A3 A1 B17 B13 B12 B9 B6 B5 B2 B1 C1 C4 C6 C7 C8	<p>The assessment of the set of practices and work carried out by the student allows evaluating the progress of the knowledge obtained and the work that the student performs without the presence of the person in charge of teaching, especially in order to apply it in practice.</p>	50

Assessment comments
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II. GENERAL EVALUATION CRITERIA 1. Of the total volume of student work in this area, a large part corresponds to individual or group work that students themselves undertake to do without the presence of the person in charge of teaching. 2. The evaluation of learning must include both the process and the result obtained, always bearing in mind that the way of evaluating conditions the learning method and influences the learning itself. 3. The objective written test evaluates the result obtained, but does not allow to accurately assess the learning process. Precisely for this, performance and learning obtained through the combination of formative assessment and final assessment activities will be valued, so that the grade will be the result of continuous assessment and the completion of a final test. 4. Continuous evaluation implies evaluating the effort and the learning process through the participation of the students. 5. The objective test involves evaluating the learning results.

## II. SPECIFIC EVALUATION CRITERIA

1º) The total score of the subject comprises two parts: the objective test that represents 50% of the grade, and the set of practices carried out during the course, which will comprise the remaining 50%. The delivery of the practices for their assessment by the teacher can only be done on the Moodle platform and within the period indicated in each case by the teacher.

2º) It is essential to achieve 50% of the grade corresponding to each of the sections to be evaluated so that the different methodologies are added in order to obtain a final average mark. Failure to achieve the minimum required in any of the parts, the student would not pass the subject.

3º) The students with recognition of part-time dedication and academic exemption from attendance exemption must meet the same requirements as the rest of the students, as they do not have a weight in their evaluation for classroom attendance.

III. SECOND CALL: In the July call, students must examine the part of the subject that they did not pass in the ordinary call, keeping the note of the passed part. That is to say: if they had passed the objective test, they should deliver the portfolio; if they have passed the portfolio, they should carry out the objective test; if they have not passed either, they must overcome both.

### Sources of information

<b>Basic</b>	<ul style="list-style-type: none"> <li>- MARTINEZ GIRON, J., ARUFE VARELA, A., y CARRIL VAZQUEZ, X.M. (2006). Derecho del Trabajo. Netbiblo</li> <li>- MARTINEZ GIRON, J., y ARUFE VARELA, A. (2016). Derecho Crítico del Trabajo. Atelier</li> <li>- MONEREO PÉREZ, J.L. Y VVAA (). Manual de Teoría de las Relaciones Laborales. Madrid. Ed. Tecnos.</li> <li>- J.M.BLANCH RIBAS (Coord.) (). Teoría de las Relaciones laborales. Fundamentos.. Universitat oberta de Catalunya</li> <li>- J.M.BLANCH RIBAS (Coord.) (). Teoría de las Relaciones laborales.Desafíos.. Universitat oberta de Catalunya</li> <li>- RIBON SEISDEDOS, M.A. (). Teoría de las Relaciones laborales. Aproximación desde la sociología..</li> </ul>
<b>Complementary</b>	

### Recommendations

#### Subjects that it is recommended to have taken before

Introduction to Law/760G01001

#### Subjects that are recommended to be taken simultaneously

Corporate and Cooperative Law/760G01006

Contemporary Social and Political History /760G01009

#### Subjects that continue the syllabus

Employment Law I /760G01011

Trade Union Law II/760G01014

Social Security Law I /760G01021

Labour Audit/760G01035

Community Employment Law and European Union Institutions/760G01036

Social History of Work/760G01040

Administrative Procedure for Employment and Legal Penalties/760G01042

Naval and Maritime Fishing Industrial Relations/760G01043

Trade Union Law I /760G01013

Employment Law II/760G01012

Social Security Law II /760G01022



## Other comments

It is recommended to attend class, to carry out all the activities planned in it and to participate in academic and non-academic events organized by both the teachers who teach the subject and by the center. Students are expressly warned that in this subject, the Moodle platform and the Teams platform are used as a preferred means of developing the subject, so it is the responsibility of the student to use this tool and periodically consult it.

(\*)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.