



## Teaching Guide

Identifying Data					2023/24
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	Lopez Coira, Jose	E-mail	j.lcoira@udc.es		
Lecturers	Lopez Coira, Jose	E-mail	j.lcoira@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 operar 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>				

## Study programme competences

Code	Study programme competences
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		
Labor Relations regulatory framework Occupational health and prevention of occupational risks. Theory and systems of labor relations. History of labor relations.	A1 A3 A11 A12		
Transmit and communicate in writing and orally using appropriate terminology and techniques. Select and manage labor information and documentation. Lead groups of people. Planning and design, advice and management of occupational risk prevention systems. Advice to union and business organizations, and their affiliates. Apply knowledge to practice. 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.	A13 A14 A15 A22 A27 A31	B1 B5 B9	C1 C4 C6
Behave with ethics and social responsibility as a citizen and as a professional. Motivation for quality. Adaptation to new situations. Sensitivity to environmental issues. Critically appraise the knowledge, technology and information available to solve the problems they must face. 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.	A32 A33	B2 B6 B12 B13 B17	C6 C7 C8

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 THE LABOR RELATIONS FROM A COMPARATIVE POINT OF VIEW	LESSON 13. THE COMMUNITY AND COMPARED, EUROPEAN AND NORTH AMERICAN MODELS OF LABOR RELATIONS. LESSON 14. THE IMPACT OF GLOBALIZATION OR GLOBALIZATION OF THE ECONOMY ON LABOR RELATIONS.
TEMA 7. EL CONFLICTO LABORAL. PROCEDIMIENTOS DE COMPOSICIÓN Y MEDIOS DE PRESIÓN.	1. Teorías sobre el conflicto laboral. 2. Tipología del conflicto laboral. 3. La conflictividad laboral en España y Europa. 4. Los procedimientos de composición de los conflictos laborales (judiciales y extrajudiciales). La resolución autónoma de los conflictos. 5. Los medios de presión en el conflicto laboral.
TEMA 8. LOS MODELOS Y SISTEMAS COMPARADOS DE RELACIONES LABORALES.	1. Los sistemas de relaciones laborales desde una perspectiva teórica. La dialéctica entre convergencia y divergencia. 2. Modelos comparados de relaciones laborales.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Objective test	A1 A11 A12 A13 A14 A22 A27 A31 A32 A33 B1 B2 B5	2	6	8
Supervised projects	A3 A11 A12 A13 A15 A32 A33 B9 B13 B17 C1 C4	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
Supervised projects	Metodoloxía deseñada para promover a aprendizaxe autónoma dos estudantes, baixo a tutela do profesor e en escenarios variados (académicos e profesionais). Está referida prioritariamente ao aprendizaxe do "cómo facer as cousas?". Constitúe unha opción baseada na asunción polos estudantes da responsabilidade pola súa propia aprendizaxe. Este sistema de ensino baséase en dous elementos básicos: a aprendizaxe independente dos estudantes e o seguimento desa aprendizaxe polo profesor-titor.
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
Objective test Guest lecture / keynote speech Supervised projects	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.  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.  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.

Assessment			
Methodologies	Competencies	Description	Qualification
Objective test	A1 A11 A12 A13 A14 A22 A27 A31 A32 A33 B1 B2 B5	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.  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	80



Supervised projects	A3 A11 A12 A13 A15 A32 A33 B9 B13 B17 C1 C4	Metodoloxía deseñada para promover a aprendizaxe autónoma dos estudantes, baixo a tutela do profesor e en escenarios variados (académicos e profesionais). Está referida prioritariamente ao aprendizaxe do "cómo facer as cousas?". Constitúe unha opción baseada na asunción polos estudantes da responsabilidade pola súa propia aprendizaxe. Este sistema de ensino baséase en dous elementos básicos: a aprendizaxe independente dos estudantes e o seguimento desa aprendizaxe polo profesor-titor.	20
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### Assessment comments

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. (Última edición). Derecho del Trabajo. Netbiblo</li> <li>- MARTINEZ GIRON, J., y ARUFE VARELA, A. (Última edición). Derecho Crítico del Trabajo. Atelier</li> <li>- MONEREO PÉREZ, J.L. Y VVAA (Última edición). Manual de Teoría de las Relaciones Laborales. Madrid. Ed. Tecnos.</li> <li>- J.M.BLANCH RIBAS (Coord.) (Última edición). Teoría de las Relaciones laborales. Fundamentos.. Universitat oberta de Catalunya</li> <li>- J.M.BLANCH RIBAS (Coord.) (Última edición). Teoría de las Relaciones laborales.Desafíos.. Universitat oberta de Catalunya</li> <li>- RIBON SEISDEDOS, M.A. (Última edición). 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.**