



Teaching Guide

Identifying Data				2024/25
Subject (*)	Macroeconomical and Regional Aspects of the Labour Market	Code	760492004	
Study programme	Mestrado Universitario en Xestión e Dirección Laboral (Plan 2011)			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	1st four-month period	First	Obligatory	3
Language	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Economía			
Coordinador	Picatoste Novo, José María	E-mail	j.pnovo@udc.es	
Lecturers	Picatoste Novo, José María	E-mail	j.pnovo@udc.es	
Web				
General description	This course consolidates the learning of the Economy, allowing the student to broaden their training and knowledge of the functioning of the labour market by studying the main macroeconomic models that explain it. The different economic policies that affect the labour market will be studied in depth.			

Study programme competences / results

Code	Study programme competences / results
A8	Adquirir coñecementos para unha idónea organización laboral nos cadros de persoal.
B1	Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, a miúdo nun contexto de investigación.
B2	Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornas novas ou pouco coñecidas dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo.
B3	Que os estudantes sexan capaces de integrar coñecementos e enfrontarse á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vencelladas á aplicación dos seus coñecementos e xuízos.
B4	Que os estudantes saiban comunicar as súas conclusións (e os coñecementos e razóns últimas que as sustentan) a públicos especializados e non especializados dun modo claro e sen ambigüidades.
B5	Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun modo que haberá de ser en gran medida autodirixido ou autónomo.
B6	Adquirir un coñecemento amplo das institucións básicas do ámbito socio-laboral especialmente do Dereito do Traballo e da Seguridade Social.
B7	Desenvolver os coñecementos, habilidades e aptitudes que permitan unha idónea dirección e xestión laboral.
B9	Desenvolver a capacidade de organización, planificación e toma de decisións.
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.
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



Adquirir coñecementos previos de análise económica, co fin de que o/a alumno/a comprenda e domine as ferramentas que lle permitan aproximarse á análise do funcionamento do mercado de traballo.	AJ8	BJ1 BJ2 BJ3 BJ5	
Coñecer a estrutura e o funcionamento do mercado de traballo desde a perspectiva propia da economía laboral, tanto nos aspectos microeconómicos como macroeconómicos.		BJ2 BJ3 BJ4	CC4
Saber recoñecer a incidencia de determinadas accións de política económica sobre a economía no seu conxunto e, moi especialmente, sobre o mercado laboral		BJ2 BJ3	CC4
Coñecer o funcionamento do mercado de traballo na Unión Europea, en España e en Galicia, desde unha perspectiva económica, e moi especialmente as políticas económicas adoptadas e as súas implicacións e consecuencias.		BJ2 BJ3 BJ6	CC4
Utilizar axeitadamente as fontes de información relativas á economía laboral e ao mercado de traballo e realizar traballos prácticos a partir daquelas.		BJ2 BJ3 BJ7 BJ9	CC3 CC8

Contents	
Topic	Sub-topic
SECTION 1. ECONOMIC FUNDAMENTALS OF THE LABOUR MARKET	Chapter 1: Introduction and general aspects of the labour market Chapter 2: Basic concepts: labour force participation, employment and unemployment rates
SECTION 2. ANALYSIS AND CONTEXTUALISATION OF THE LABOUR MARKET IN SPAIN	Chapter 3: The labour market in Spain and Europe. Chapter 4: The labour market in the Autonomous Regions and its contextualisation in the national market.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A8 B3 C4 C8	12	15	27
Workbook	A8 B6	0	9	9
Workshop	B1 C3 C4 C8	4	0	4
ICT practicals	B5 C3 C4 C8	0	12	12
Collaborative learning	B5 B9	1	2	3
Multiple-choice questions	B3 B4 B7 B9	6	0	6
Objective test	B1 B2 B9	4	0	4
Personalized attention		10	0	10

(*)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	Presentation and explanation by the teacher of the topics included in the program with the support of ICTs. The presentations mentioned above will be made with a participatory dynamic on the part of the students. The teacher will authorise, where appropriate, the use of devices and ICTs by the students during the master classes.
Workbook	The reading of academic or current texts related to the content of the subject will be recommended so that students can analyze, interpret and understand them based on the knowledge and tools of economic and social analysis, which are studied in the subject.
Workshop	Workshops or conferences of invited participants would be held, with people directly related to projects or experiences that provide empirical knowledge about the content of the subject. These workshops can be face-to-face or online.



ICT practicals	The students will try to apply the use of ICT to learn effectively, through practical activities, based on written, audiovisual and any other type of documentation related to the subject, through the use of information technologies and communication. It is about expanding knowledge and obtaining information to facilitate autonomous learning and critical reasoning. The Moodle platform will be an important vehicle for the application of this methodology.
Collaborative learning	Teaching-learning methodology that allows the division of the class into small groups, encouraging joint work to solve academic tasks in a non-competitive way. The teacher will guide the task resolution process either in person or using ICT.
Multiple-choice questions	Multiple-choice tests will be given in class on the topics explained (deliverables), which the students will hand in to the teacher either in person or via Moodle. The aim of these tests is to synthesise the knowledge acquired, to train the understanding of complex questions in a clear way and to learn to answer synthetically to the questions posed.
Objective test	Test carried out at the end of the course that will cover the content of the entire subject.

Personalized attention

Methodologies	Description
Workshop ICT practicals	<p>Support for those students who have special difficulties with previous knowledge of economic theory and with mathematical tools of analysis.</p> <p>Establishment of the theme of the work to be carried out. Orientation in the contents and sources of information. Tutoring on the progress of the work, presentation, conclusions, etc.</p> <p>Advice on the presentation system. ICT use. Formation of discussion groups.</p> <p>The teaching team will be available to provide personalized attention to students, whenever they require it, for those topics they deem appropriate, concerning the subject's content. Particularly for solving problems, readings, etc.</p> <p>This attention may be face-to-face or online through the mechanisms provided by the university.</p>

Assessment

Methodologies	Competencies / Results	Description	Qualification
Objective test	B1 B2 B9	The knowledge acquired throughout the course will be valued. The tests may consist of questions of a theoretical or practical nature. It can be done in person or online through the Moodle platform or other agreed digital means.	90
Multiple-choice questions	B3 B4 B7 B9	Throughout the course, two multiple-choice tests will be given to the teacher (deliverables), each of which will be assessed with 0.5 points. This questions can be done face to face or by means of Moodle Platform.	10
Others			

Assessment comments



The following observations are made:

A) EVALUATION REGULATIONS:

1. Evaluation conditions: It is prohibited to access the exam room with any device that allows communication with the outside and/or storage of information, except in the case of online exams or so indicated by the teaching team.
2. Student identification: The student must prove her personality in accordance with current regulations.

B) TYPES OF RATING:

1. Qualification of not presented: Corresponds to the student, when she only participates in evaluation activities weighted less than 20% on the final qualification, regardless of the achieved qualification.
2. Students with recognition of part-time dedication and academic waiver of attendance exemption: Students with recognition of part-time dedication, even if they are exempt from attendance, will be evaluated with the same criteria as full-time students.

C) EVALUATION OPPORTUNITIES:

1. First opportunity: the evaluation criteria previously indicated in this section will be applied.
2. Second Opportunity: The evaluation criteria are the same for all evaluation opportunities. In the evaluation of the second chance (article 18, section 5, of the Norms of Evaluation, Review and Claims of Qualifications of Bachelor and Master Studies) students will have the opportunity to take a final test, consisting of a quiz. Mixed, equivalent to 100% of the evaluation, in which the students must demonstrate that they have achieved the competences of the subject.
3. In Advance call: the conditions of evaluation of the advanced opportunity (art. 19 of the Norms of Evaluation, Review and Claims of the Qualifications of the Studies of Degree and Master) will be specific for this opportunity. This will be evaluated through an objective test that will represent 100% of the final grade.

Sources of information

Sources of information	
Basic	<ul style="list-style-type: none">- Palacio Morena, V. y C. Alvarez Aledo (2004). El mercado de trabajo: análisis y políticas. Madrid- Mc. Connell, S.L. Brue y D.A. Macpherson (2007). Economía Laboral. Madrid- Blanchard, O., & Sheen, J. (2013). Macroeconomics. Pearson Higher Education AU- Picatoste, X. (2019). Análisis Económico del Mercado de Trabajo. EDaSS- Ruesga Benito, S. M. (2016). Reformas laborales en la Gran Recesión. Tirant Lo Blanch- Ruesga Benito, S. M., V. (2017). ¿Cobraremos la pensión?. Anaya- http://www.mitramiss.gob.es/es/el_ministerio/index.htm (). Ministerio de Trabajo, migraciones y seguridad social.- http://www.ine.es (). Instituto Nacional de Estadística.- http://www.seg-social.es (). Seguridad Social.- http://www.ige.eu (). Instituto Galego de Estadística.- http://www.ces-galicia.org/ (). Consello Económico e Social de Galicia.- http://www.ces.es (). Consello Social (España).- http://emplego.ceei.xunta.gal/ (). Consellería de Economía, emprego e industria.- George J. Borjas (2020). Labour Market (8th edition). McGraw Hill- http://www.sepe.es (). Servizo Público de Emprego Estatal.- https://foroeconomicodegalicia.es/ (). Foro Económico de Galicia.- https://www.sepe.es/HomeSepe/que-es-el-sepe.html (). Ministerio de Trabajo y economía social . SEPE- Servicio Público de Empleo Estatal.



Complementary	<ul style="list-style-type: none"> - Toharia, L. (1998). El mercado de trabajo en España: situación y perspectivas.. CLM.ECONOMÍA, Nº 4, Primer Semestre de 2004 - Cruz Villalón, J. (2005). Villalón, J. C. (2005). El problema de la temporalidad en España: un diagnóstico.. Revista (No. 80). Ministerio de Trabajo y Asuntos Sociales Subdirección General. - García, J. M., & Ruesga Benito, S. M. (2015). Economía española. Estructura y regulación. Ediciones Paraninfo - García, N. & Ruesga Benito, S. M. (Coord.) (2014). ¿Qué ha pasado con la economía española?: La Gran Recesión 2.0 (2008-2013). Ediciones Pirámide - Viñals, J., & Jimeno Serrano, J. F. (1997). El mercado de trabajo español y la Unión Económica y Monetaria Europea. Banco de España. Servicio de Estudios. - Felgueroso, F., Jansen, M., Jimeno, J. F., et al. (2020). Por un mercado de trabajo moderno y resiliente. Informes del Grupo de Trabajo Mixto Covid-19.. FEDEA Policy Papers, (2020-10) - Fernández, F. F., Pérez, J. I. G., & Jansen, M. (2018). La contratación temporal en España.. Papeles de economía española, 156, 47-61.
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Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

It is recommended to follow regularly the indications and news of the MOODLE platform, since this platform, together with the face-to-face classes; it constitutes an essential communication system between the teaching team and the students. Additionally, the next general observations and recommendations are made:

1. The delivery of the outstanding works for this subject will never be printed, and instead of, they should be delivered:
 - a. by means of virtual/online procedure
 - b. through the Moodle platform
2. The ethic principles and values of personal and professional sustainable behaviour should be assumed.
3. Everyone should try to identify and modify sexist pre-judgements trying to avoid them and boosting equalitarian behaviours.
4. The full inclusion of disabled students should be facilitated and promoted. Regardless of the physical, psychologic, sensorial or socio-cultural reasons, discrimination must be avoided for all the university community and helping to achieve equalitarian university environments.
5. Second, the different applicable regulations for university teaching will be collected, I will incorporate a gender perspective in this subject (non-sexist language will be used, bibliography of authors of both sexes will be used, students will be encouraged to intervene in class...).
6. Work to identify and modify prejudices and sexist attitudes and influence others to modify them and promote values of respect and equality.
7. Situations of discrimination based on gender should be detected and actions and measures to correct them should be provided.

ATTENTION TO DIVERSITY The course may be adapted to the student body that requires the adoption of measures aimed at supporting diversity (physical, visual, auditory, cognitive, learning or related to mental health). If this is the case, they must contact the services available at the UDC/in the center: within the official deadlines stipulated prior to each academic semester, with the Unit for Attention to Diversity (<https://www.udc.es/cufie/ADI/apoioalumnado/>); failing that, with the ADI tutor of the Faculty.

(*)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.