



## Teaching Guide

Teaching Guide				
Identifying Data				2020/21
Subject (*)	Trade Union Law II		Code	760G01014
Study programme	Grao en Relacións Laborais e Recursos Humanos (Ferrol)			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Second	Obligatory	6
Language	Spanish			
Teaching method	Face-to-face			
Prerequisites				
Department	Dereito Público			
Coordinador	Munín Sánchez, Lara María	E-mail	l.munin@udc.es	
Lecturers	Munín Sánchez, Lara María	E-mail	l.munin@udc.es	
Web				
General description	<p>Stuff discover association II right in the second year of the degree in Labor Relations and Human Resources.</p> <p>The content of this course enables students to knowledge of collective labor relations, from a current and comparative historical perspective.</p> <p>The theoretical objectives of the course are specified in the study of the specific subject of collective bargaining and labor disputes and their resolution. To achieve a sufficient legislative, doctrinal and jurisprudential knowledge on collective bargaining in both the structure and dynamics of the system and the content of the actual negotiation and prevention of labor disputes, including systems of court settlement thereof.</p> <p>On a practical level, the objectives to be achieved are the proper handling and interpretation of the legal, jurisprudential and doctrinal texts; the development of legal arguments; drafting documents and formalities before performing the relevant agencies and the resolution of those practical cases arising on program content.</p>			
Contingency plan	<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>			

## 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.
A20	Realizar funcións de representación e negociación en diferentes ámbitos das relacións laborais.
A27	Asesoramento a organizacións sindicais e empresariais, e aos seus afiliados.
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.
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.
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.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.

Learning outcomes			
Learning outcomes		Study programme competences / results	
Labor Relations regulatory framework		A1	
Transmit and communicate in writing and orally using appropriate terminology and techniques. Select and manage labor information and documentation. Carry out representation and negotiation functions in different areas of labor relations. Advice to union and business organizations, and their affiliates. Apply knowledge to practice. Understand the dynamic and changing nature of labor relations at the national and international level. Problem resolution. Decision making. Teamwork.	A13	B1	
	A14	B5	
	A20	B9	
	A27		
	A31		
	A33		
	A35		
Behave with ethics and social responsibility as a citizen and as a professional. Motivation for quality. Adaptation to new situations.			B6 B12 B13
Critical analysis of the decisions emanating from the agents who participate in labor relations. 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. Express themselves correctly, both orally and in writing, in the official languages of the autonomous community. Assume as a professional and citizen the importance of learning throughout life		A35	C1 C4 C7

Contents	
Topic	Sub-topic



I. THE COLLECTIVE BARGAINING AGREEMENTS	LESSON 1: THE RIGHT TO COLLECTIVE, LABOR AND NON-LABOR NEGOTIATION
	LESSON 2: COLLECTIVE BARGAINING AGREEMENTS UNITS
	LESSON 3: LEGITIMATION TO NEGOTIATE STATUTORY COLLECTIVE BARGAINING AGREEMENTS
	LESSON 4: THE PROCEDURE FOR THE NEGOTIATION OF THE STATUTORY COLLECTIVE BARGAINING AGREEMENTS
	LESSON 5: THE ADVERTISING OF THE STATUTORY COLLECTIVE BARGAINING AGREEMENT
	LESSON 6: THE NOTICE OF THE STATUTORY COLLECTIVE BARGAINING AGREEMENT
	LESSON 7: THE EFFECTIVENESS OF THE COLLECTIVE BARGAINING AGREEMENT
	LESSON 8: EXTRA-STATUTORY COLLECTIVE BARGAINING AGREEMENTS
II. THE COLLECTIVE TRADE DISPUT	LESSON 9: THE EXTRAJUDICIAL MEANS OF SOLUTION OF THE COLLECTIVE TRADE DISPUT?
	LESSON10: THE RIGHT TO STRIKE
	LESSON 11: THE LEGAL EFFECTIVENESS OF THE STRIKE
	LESSON 12: THE ESSENTIAL SERVICES FOR THE COMMUNITY
	LESSON 13: THE RIGHT TO LOCKOUT
III. THE COLLECTIVE BARGAINING IN THE EUROPEAN UNION	LESSON 14: THE EUROPEAN SOCIAL DIALOGUE
	LESSON 15: COLLECTIVE BARGAINING IN THE ADMINISTRATIONS OF THE EUROPEAN UNION.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Objective test	A1 A14 A27 B1 C1 C4	2	6	8
Student portfolio	A13 A14 A20 A27 A31 A33 A35 B1 B5 B6 B9 B12 B13 C1 C4 C7	20	40	60
Guest lecture / keynote speech	A20 A27 A33 A35 B6 B12 C7	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
Student portfolio Objective test Guest lecture / keynote speech	<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>

## Assessment

Methodologies	Competencies / Results	Description	Qualification
Student portfolio	A13 A14 A20 A27 A31 A33 A35 B1 B5 B6 B9 B12 B13 C1 C4 C7	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.	50
Objective test	A1 A14 A27 B1 C1 C4	<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

## Assessment comments



**I. 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., ARUFE VARELA, A., y CARRIL VAZQUEZ, X.M. (2016). Derecho Crítico del Trabajo. Atelier</li> <li>- - SALA FRANCO, T. y ALBIOL MONTESINOS (). Derecho sindical. Tirant lo Blanch</li> <li>- - OJEDA AVILÉS. A. (). Derecho Sindical.. Editorial Tecnos</li> <li>- TOMÁS SALA FRANCO (). Negociación Colectiva. Tirat IO Blanch</li> <li>- RODRIGUEZ PIÑERO M. y otros (). Comentarios a la Ley de Libertad Sindical. Tecnos</li> <li>- GARCÍA ABELLAN (). Curso de Derecho Sindical. Universidad de Murcia</li> <li>- PALOMEQUE LÓPEZ M.C (). Derecho Sindical Español. Tecnos</li> <li>- JOSÉ LUIS MONEREO PÉREZ Y OTROS (). Los Derechos de Libertad Sindical y Negociación Colectiva en una perspectiva comparada. Comares</li> </ul>
<b>Complementary</b>	

### Recommendations

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

Theory of Industrial Relations /760G01010  
 Employment Law I /760G01011  
 Trade Union Law I /760G01013

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

Employment Law II/760G01012

#### Subjects that continue the syllabus

Practicals: Employment Law and Social Security/760G01031  
 Employment Tribunals/760G01032

### 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.