

**Law Master's Degree (LMG)**  
**Employment Contracts**  
**A.Y. 2023/2024**  
**2<sup>nd</sup> semester, 6 ECTS**  
**Prof. Maura Ranieri**

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| <b>About the Course</b>                                  | Employment Contracts (IUS/07), 6 ETCS (45 hours), 2 <sup>nd</sup> semester  |
| <b>About your Professor</b>                              | Prof. Maura Ranieri<br>Department of Law, Economics and Sociology<br>Mail <a href="mailto:ranieri@unicz.it">ranieri@unicz.it</a><br>Tel. 0961 3694931<br>Office hours are posted on Department's website, on the notices section for students or on Teacher's personal page.<br>Prof. Ranieri's office is in the building of legal, economic and social area, level 0, room n. 1. |
| <b>Course Outline</b>                                    | The course is aimed to deepen the existing types of contracts.  |
| <b>Goals and expected results of the course</b>          | Students will gain critical knowledge about contract types, their regulation and their effects on the labor system.   |
| <b>Course Syllabus</b>                                   | The main subjects of the course are: self-employment; subordinate employment; coordinated collaboration; part-time employment contract; intermittent employment contract; fixed-term employment contract; temporary work agency contract; apprenticeship contract.  |
| <b>Required effort (estimate average) for self-study</b> | The program requires about 200 hours of self-study (estimate average).  |
| <b>Teaching Method</b>                                   | The course consists of classroom lessons with the active presence of the students. They will study national and European legislation and case law.<br>Seminars on specific topics held by university professors and professional experts are also planned.  |
| <b>Learning Resources</b>                                | Learning resources will be suggested by the teacher at the beginning of the course so they are always up to date.<br><u>Attending students may agree on the program with the Professor in class.</u><br>Those who will <u>not</u> be attending the class, however, should contact the Professor <u>by email</u> to request an <u>updated program</u> .                            |

| <b>Support Activities</b> | The Professor provides support activities during office hours.   |   |  |      |  |   |                   |                    |   |   |  |       |                                    |  |   |       |                    |  |                                    |       |                 |   |                                    |       |                              |   |                                      |
|---------------------------|--|---|--|------|--|---|-------------------|--------------------|---|---|--|-------|------------------------------------|--|---|-------|--------------------|--|------------------------------------|-------|-----------------|---|------------------------------------|-------|------------------------------|---|--------------------------------------|
| <b>Attendances Modes</b>  | The attendance modes are set out in the Teaching Regulation of the University.   |   |  |      |  |   |                   |                    |   |   |  |       |                                    |  |   |       |                    |  |                                    |       |                 |   |                                    |       |                              |   |                                      |
| <b>Evaluation Method</b>  | <p>The evaluation method is set out in the Teaching Regulation of the University, art. 22.</p> <p>There is usually not a midterm test.</p> <p>The Professor can check the progress of the class during the course on the basis of the number of attending students and teaching performances.</p> <p>The final exam will be held in the form of oral and provides an evaluation in thirtieths; the exam is passed with a mark equal or greater than 18/30. The vote is given to the student proportionally to his preparation and his performance, according to the table below.</p> <table border="1" data-bbox="448 792 1449 2069"> <thead> <tr> <th data-bbox="448 792 619 943">Vote</th> <th data-bbox="619 792 890 943">Knowledge and understanding of subject</th> <th data-bbox="890 792 1166 943">Analytical skills and ability to synthesize</th> <th data-bbox="1166 792 1449 943">Use of references</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 949 619 1205">Ineligible Student</td> <td data-bbox="619 949 890 1205">The student has significant shortcomings.</td> <td data-bbox="890 949 1166 1205">The student hasn't analytical skills and ability to synthesize and he talks in general.</td> <td data-bbox="1166 949 1449 1205">The use of references is completely inappropriate.</td> </tr> <tr> <td data-bbox="448 1211 619 1357">18-20</td> <td data-bbox="619 1211 890 1357">The student is at threshold level.</td> <td data-bbox="890 1211 1166 1357">Analytical skills and ability to synthesize are just enough.</td> <td data-bbox="1166 1211 1449 1357">The use of references is just appropriate</td> </tr> <tr> <td data-bbox="448 1364 619 1619">21-23</td> <td data-bbox="619 1364 890 1619">Routine knowledge.</td> <td data-bbox="890 1364 1166 1619">Analytical skills and ability to synthesize are correct. The student is able to argue logically.</td> <td data-bbox="1166 1364 1449 1619">The use of references is standard.</td> </tr> <tr> <td data-bbox="448 1626 619 1921">24-26</td> <td data-bbox="619 1626 890 1921">Good knowledge.</td> <td data-bbox="890 1626 1166 1921">The student has analytical skills and ability to synthesize, and topics are expressed consistently.</td> <td data-bbox="1166 1626 1449 1921">The use of references is standard.</td> </tr> <tr> <td data-bbox="448 1928 619 2069">27-29</td> <td data-bbox="619 1928 890 2069">Knowledge is more than good.</td> <td data-bbox="890 1928 1166 2069">Analytical skills and ability to synthesize are remarkable.</td> <td data-bbox="1166 1928 1449 2069">The student has deepened the topics.</td> </tr> </tbody> </table> |   |  | Vote | Knowledge and understanding of subject | Analytical skills and ability to synthesize | Use of references | Ineligible Student | The student has significant shortcomings. | The student hasn't analytical skills and ability to synthesize and he talks in general. | The use of references is completely inappropriate. | 18-20 | The student is at threshold level. | Analytical skills and ability to synthesize are just enough. | The use of references is just appropriate | 21-23 | Routine knowledge. | Analytical skills and ability to synthesize are correct. The student is able to argue logically. | The use of references is standard. | 24-26 | Good knowledge. | The student has analytical skills and ability to synthesize, and topics are expressed consistently. | The use of references is standard. | 27-29 | Knowledge is more than good. | Analytical skills and ability to synthesize are remarkable. | The student has deepened the topics. |
| Vote                      | Knowledge and understanding of subject   | Analytical skills and ability to synthesize   | Use of references                                  |      |  |   |                   |                    |   |   |  |       |                                    |  |   |       |                    |  |                                    |       |                 |   |                                    |       |                              |   |                                      |
| Ineligible Student        | The student has significant shortcomings.  | The student hasn't analytical skills and ability to synthesize and he talks in general.             | The use of references is completely inappropriate. |      |  |   |                   |                    |   |   |  |       |                                    |  |   |       |                    |  |                                    |       |                 |   |                                    |       |                              |   |                                      |
| 18-20                     | The student is at threshold level.   | Analytical skills and ability to synthesize are just enough.  | The use of references is just appropriate          |      |  |   |                   |                    |   |   |  |       |                                    |  |   |       |                    |  |                                    |       |                 |   |                                    |       |                              |   |                                      |
| 21-23                     | Routine knowledge.   | Analytical skills and ability to synthesize are correct. The student is able to argue logically.    | The use of references is standard.                 |      |  |   |                   |                    |   |   |  |       |                                    |  |   |       |                    |  |                                    |       |                 |   |                                    |       |                              |   |                                      |
| 24-26                     | Good knowledge.  | The student has analytical skills and ability to synthesize, and topics are expressed consistently. | The use of references is standard.                 |      |  |   |                   |                    |   |   |  |       |                                    |  |   |       |                    |  |                                    |       |                 |   |                                    |       |                              |   |                                      |
| 27-29                     | Knowledge is more than good.   | Analytical skills and ability to synthesize are remarkable.   | The student has deepened the topics.               |      |  |   |                   |                    |   |   |  |       |                                    |  |   |       |                    |  |                                    |       |                 |   |                                    |       |                              |   |                                      |

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|  |  | 30-30L | Knowledge is very good. | Analytical skills and ability to synthesize are very good. | Very important deepenings. |  |
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