

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Management  
with effect from Semester B 2018/19**

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**Part I Course Overview**

**Course Title:** Employment Law and Practices

**Course Code:** MGT3307

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B3

**Proposed Area:**  
*(for GE courses only)*

Arts and Humanities  
 Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* FB2300 or CB2300 Management AND  
MGT3306 Organizational Behavior & Human Resources Management

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* \_\_\_\_\_

**Exclusive Courses:**  
*(Course Code and Title)* MGT3228 Employment Law and Employment Practices in Hong Kong

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to

- equip students with a practical knowledge of the employment law and employment practice in Hong Kong, with special emphasis on the Employment Ordinance
- prepare students for a career in human resource management.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Discuss the contextual factors affecting the development of employment law	10%		✓	
2.	Discuss the essential legal framework and public institutions regulating the employment law and practices in Hong Kong	10%		✓	
3.	Explain the key concepts of employment legislation in Hong Kong	60%		✓	
4.	Identify good employment practices and discover future trends in employment practices in Hong Kong	20%	✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

Teaching Pattern: Seminar

Total Hours: 39

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
case studies	The use of case studies would allow students to critically analyse and evaluate the key	✓	✓	✓	✓	

	issues in the employment legislation in Hong Kong.					
Lecture	The lecture would inform students of the contextual factors, legal framework, and the fundamental concepts of employment legislation in Hong Kong.	✓	✓	✓	✓	

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks
	1	2	3	4		
<b>Continuous Assessment: 60%</b>						
<u>Group based assessment:</u>						
Reflection on local news on employment laws	✓		✓	✓	<b>15%</b>	
<u>Group Project</u>						
Group Presentation (10%) Group Report (15%)						
<b>a. Group Presentation (10%):</b> You are required to present your findings in 15 minutes. The presentation will be followed by a 10-minute Q and A session.	✓		✓	✓	<b>25%</b>	
<b>b. Group Report (15%):</b> Word limit: 2500 to 3000 words; excluding tables, figures, and appendices. You should attach a copy of the employment contract if applicable.						
<u>Quizzes</u>						
The quizzes would serve as continuous assessment on your understanding of the course materials.	✓	✓	✓	✓	<b>10%</b>	
<u>Class Participation</u>						
We will have case studies in groups regularly during the class. Your participation in group discussion and in the lecture will be assessed.	✓		✓	✓	<b>10%</b>	
<b>Examination: 40% (duration: 2 Hours, if applicable)</b>						
<u>Examination</u>						
The exam will cover all the lecture materials, case	✓	✓	✓	✓	<b>40%</b>	

<p>studies, and readings in the course. The format of the examination will likely to be a combination of essay questions and/or scenario-based questions.</p>						
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*\* The weightings should add up to 100%.*

<b>100%</b>
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## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
<b>Group Project</b>  - Group Presentation (10%)		A faultlessly structured presentation delivered to a superior professional standard of presentation skills (language fluency, voice modulation, facial expression, body language) with compelling audience impact. Substantial amount of analysis and research done on the topic. Excellent answers to the questions at the end of the presentation.	A well-structured presentation delivered to a high professional standard of presentation skills with strong audience impact. Good evidence that analysis and research has been done. Good answers to the questions asked at the end of the presentation.	Presentation structure not fully coherent and presentation skills no more than acceptable. Audience impact weak. Some evidence that analysis and research has been done. Fair answers to the questions asked at the end of the presentation.	Presentation structure only partly coherent and presentation skills bordering on the unacceptable. Weak audience impact. Minimal research and analysis done on the topic. Very general answers to the questions asked at the end of the presentation.	Presentation structure barely coherent and presentation skills are unacceptable. Very weak audience impact. Little research and analysis done on the topic. Poor answers to the questions asked at the end of the presentation.

<p><b>Group Project</b></p> <p>- Group Report ( 15%)</p>		<p>The research project shows high degree of originality. Good evidence of mastery of the contextual factors, theoretical aspects, and legal issues and practical implications surrounding the incidents. High degree of initiatives on methods of data collection. Excellent analytical skills. Excellent writing skills.</p>	<p>The research project shows evidence of mastery of the contextual factors, theoretical aspects, and legal issues and practical implications surrounding the incidents. Reasonably good methods of data collection. Good analytical skills. Good writing skills.</p>	<p>The research project shows evidence of adequate mastery of the relevant contextual factors, theoretical aspects, and legal issues and practical implications surrounding the incidents. Reasonably good methods of data collection. Shows adequate analytical skills. Average writing skills.</p>	<p>The research project shows minimal understanding of the relevant contextual factors, theoretical aspects, and legal issues and practical implications surrounding the incidents. Inadequate usage of data. Minimal analysis. Below average writing.</p>	<p>The research project shows very little understanding of the relevant contextual factors, theoretical aspects, and legal issues and practical implications surrounding the incidents. Inadequate and poor usage of data. Very little analysis. Poor writing.</p>
<p><u>Group Based Assessment (15%):</u></p>		<p>The newspaper clippings are all relevant to employment laws and their related HR practices.</p>	<p>The newspaper clippings are mostly relevant to employment laws and their related HR practices.</p>	<p>The newspaper clippings are generally relevant to employment laws and their related HR practices. Dates and</p>	<p>The newspaper clippings are largely not relevant to employment laws and their related HR practices. Dates and</p>	<p>The newspaper clippings are not relevant to employment laws and their related HR practices. Dates and the name of the newspaper are not given in most cases.</p>

		Dates and the name of the newspaper are given. Personal insights on the newspaper clippings are logical and concise. The key points of the clippings and the personal insights can be communicated in oral form within the assigned time frame. The written insight is clearly conveyed without grammatical mistakes.	Dates and the name of the newspaper are mostly given. Personal insights on the newspaper clippings are largely logical. The key points of the clippings and the personal insights can be communicated in oral form in about the assigned time frame. The written insight is clearly conveyed with little grammatical mistakes.	the name of the newspaper are mostly given in most cases. Personal insights on the newspaper clippings are given. The key points of the clippings and the personal insights can be communicated in oral form, which has exceeded the time limit. The written insight is clearly conveyed with some grammatical mistakes.	the name of the newspaper are largely not given in most cases. Some personal insights on the newspaper clippings are given. The key points of the clippings and the personal insights can be communicated in oral form, which has far exceeded the time limit. The written insight is clearly conveyed with some grammatical mistakes.	Personal insights on the newspaper clippings are barely given. The key points of the clippings and the personal insights can be communicated in oral form, which has far exceeded the time limit. The written insight is hardly conveyed with lots of grammatical mistakes.
<b>Class Participation (10%)</b>		Always punctual to the class. Always raises a meaningful question in the class discussion.	Always punctual to the class. Usually raises a question in the class discussion. Participates	Occasionally late for the class. Occasionally raises a question in the class discussion. Mostly listens to	Always late for the class. Seldom raises a question in the class discussion. Seldom listens to others' ideas in the case studies.	Always late for the class. Seldom raises a question in the class discussion. Seldom contribute in the case studies. Disturb other

		Participate actively in the case studies or group discussion.	actively in the case studies.	others' ideas in the case studies.		classmates by talking continually.
<b>Quizzes (10%) and Exam (40%)</b>		Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base in employment law & practices.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.



### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

Contextual background to the employment practices in Hong Kong, the legislative framework of labour legislation and labour institutions in Hong Kong, the legal conditions of employment in Hong Kong, the Employment Ordinance in Hong Kong

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Smith, Alison (2009). *Hong Kong Employment Law: A practical guide*, CCH Hong Kong Ltd. 2007.

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	<i>A Concise Guide to the Employment Ordinance</i> , Labour Department, HKSAR
2.	England, J. (1989). <i>Industrial Relations and Law in Hong Kong</i> , 2 <sup>nd</sup> Edition, and Hong Kong: Oxford University Press.
3.	<i>Hong Kong employment law manual</i> (2006), Hong Kong Institute of Human Resource Management, Hong Kong: Butterworths.
4.	<i>Hong Kong Employment Ordinance: An Annotated Guide</i> (2006). Hong Kong: Butterworths: Hong Kong Institute of Human Resource Management.
5.	Mau, Stephen D. (2006). <i>Hong Kong Legal Principles: Important topics for students and professionals</i> . Hong Kong: Hong Kong University Press.
6.	Ng, S.H. (2001) "Hong Kong Labour Law in Retrospect" in P.T. Lui (ed.) <i>Hong Kong Re-integrating with China: Political, cultural and social dimensions</i> . Hong Kong: University of Hong Kong, pp129-155.
7.	Willey, B. (2009). <i>Employment Law in Context: An Introduction for HR Professionals</i> , London: Prentice Hall.
8.	The annual reports and publications from the following government units and statutory bodies, such as of the Labour Department, the Equal Opportunities Commission, the Privacy Commissioner for Personal Data, the MPF Schemes Authority etc., are useful.