

MGT3228: EMPLOYMENT LAW AND EMPLOYMENT PRACTICES IN HONG KONG

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Employment Law and Employment Practices in Hong Kong

Subject Code

MGT - Management

Course Number

3228

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

FB2300 / CB2300 Management

MGT3217 Human Resources Management

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discuss the contextual factors (such as the socio-economic factors) affecting the development of employment law in Hong Kong.	10	x	x	
2	Discuss the essential legal framework and public institutions regulating the employment law and practices in Hong Kong.	10		x	
3	Explain the key concepts of employment legislation in Hong Kong.	60		x	
4	Identify good employment practices and discover future trends in employment practices in Hong Kong.	20		x	x

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 real-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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	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.	1, 2, 3, 4
2	Lecture	The lectures would inform students of the contextual factors, legal framework, and the fundamental concepts of employment legislation in Hong Kong.	1, 2, 3, 4

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class Participation (individual)	1, 3, 4	15	
2	Reflection on newspaper clippings (group-based)	1, 2, 3, 4	10	
3	Presentation of Group-based Research Project	1, 2, 3, 4	10	
4	Report of Group-based Research Project	1, 2, 3, 4	15	

Continuous Assessment (%)

50

Examination (%)

50

Examination Duration (Hours)

2

Assessment Rubrics (AR)**Assessment Task**

Class Participation (15%)

Excellent (A+, A, A-)

The student always attends class on time. The student always answers at least one question or make a meaningful comment every week. The student always gets the assigned reading done.

Good (B+, B, B-)

The student often attends class on time. The student often answers one question or make a meaningful comment every week. The student often gets the assigned reading done.

Fair (C+, C, C-)

The student mostly attends class on time. The student sometimes answers questions or make a meaningful comment in the class. The student sometimes gets the assigned reading done.

Marginal (D)

The student hardly attends class on time. The student hardly answers question or make a meaningful comment in the class. The student hardly gets the assigned reading done.

Failure (F)

The student never attends class on time. The student never answers question or make a meaningful comment in the class. The student never gets the assigned reading done.

Assessment Task

Reflection on Newspaper Clippings (10%)

Excellent (A+, A, A-)

The newspaper clippings are all relevant to employment laws and their related HR practices. 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 10 minutes. The written insight is clearly conveyed without grammatical mistakes.

Good (B+, B, B-)

The newspaper clippings are mostly relevant to employment laws and their related HR practices. 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 10 minutes. The written insight is clearly conveyed with little grammatical mistakes.

Fair (C+, C, C-)

The newspaper clippings are marginally relevant to employment laws and their related HR practices. Dates and the name of the newspaper are not 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.

Marginal (D)

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. 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 clearly conveyed with some grammatical mistakes.

Failure (F)

No submission of the newspaper clippings.

Assessment Task

Presentation of the Group-based Research Project (10%)

Excellent (A+, A, A-)

A very well 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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

Presentation structure barely coherent and presentation skills bordering on the 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.

Failure (F)

Being absent in the group-based presentation without a legitimate reason.

Assessment Task

Report of the Group-based Research Project (15%)

Excellent (A+, A, A-)

The research project shows excellent evidence on the mastery of the contextual factors, theoretical aspects, and legal issues related to the organisation being studied. The recommendations are highly reasonable and practical. High degree of initiatives on data collection. (e.g. primary and secondary data were collected) Excellent analytical skills. Excellent writing skills.

Good (B+, B, B-)

The research project shows good evidence on the mastery of the contextual factors, theoretical aspects, and legal issues related to the organisation being studied. The recommendations are reasonable. Reasonably good methods of data collection. Good analytical skills. Good writing skills.

Fair (C+, C, C-)

The research project shows some understanding of the contextual factors, theoretical aspects, and legal issues related to the organisation being studied. A few reasonable recommendations were given. Some relevant data were collected. Average analytical skills. Average writing skills.

Marginal (D)

The research project shows minimal understanding of the relevant contextual factors, theoretical aspects, and legal issues and practical implications related to the organisation being studied. Minimal analysis. Poor writing.

Failure (F)

No submission of the written report.

Assessment Task

Essay-Type Exam Questions (50%)

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.

Fair (C+, C, C-)

Evidence of some understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Bare familiarity with the subject matter to enable the student to progress.

Failure (F)

Lots of misunderstanding and a lack of knowledge on the key concepts discussed in the course.

Part III Other Information

Keyword Syllabus

Contextual background to the employment practices in Hong Kong, the legislative framework of labour legislation and labour institutions in Hong Kong, the Employment Ordinance in Hong Kong; Minimum Wage Ordinance; Equal Opportunities Ordinance; Personal Data Privacy Ordinance.

Reading List

Compulsory Readings

Title	
1	Hern, Alison, & Walsh, Pattie (2011). Hong Kong Employment Law: A Practical Guide, CCH Hong Kong Ltd.
2	A Concise Guide to the Employment Ordinance, Labour Department, HKSAR

Additional Readings

Title	
1	Hong Kong Employment Ordinance: An Annotated Guide (2006). Hong Kong: Butterworths: Hong Kong Institute of Human Resource Management.
2	Mau, Stephen D. (2006). Hong Kong Legal Principles: Important topics for students and professionals. Hong Kong: Hong Kong University Press.
3	Various government publications, such as Hong Kong Annual Report (various issues), the annual reports and publications of the Labour Department, the Equal Opportunities Commission, the Privacy Commissioner for Personal Data, the MPF Schemes Authority etc.