

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

**Programme Title** : Master of Education  
**Programme QF Level** : 6  
**Course Title** : Analysing Employability Skills and Workforce Education Needs  
**Course Code** : BUS6001  
**Department** : Social Sciences  
**Credit Points** : 3  
**Contact Hours** : 39  
**Pre-requisite(s)** : Nil  
**Medium of Instruction:** English  
**Course Level** : 6

---

#### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

This course will research into the nature and functions of contemporary employability skills and workforce education, as well as the recent and continuing trends – both locally and internationally – impacting on it. It will critically examine the necessary changes of workforce education and training in responding to the cutting-edge employability skills in real practice so that the employability performance can be strengthened accordingly. The module will empower participants to assume proactive leadership roles in workforce education, responding intelligently to both local and global influences.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

CILO1 research and critically review the current global and local issues in employability training and workforce education issues.

CILO2 examine the roles of HRD in meeting the employability training and workforce education demands and issues in organizations.

CILO3 critically reflect the impacts of current issues in employability training and workforce education demands on HRD.

CILO4 apply learning theories to human competence development in workplace.

CILO5 develop a cutting edge working knowledge of theory and practice in response to diverse workplace learners and contexts through collaboration.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Current workforce demands in the global and local contexts: e.g. competencies required in knowledge-based society, demand for flexible workforce and lifelong learning, globalization and diversified labour market.	CILO1	Group discussion and presentation.
Roles and advancement of human resources training and education in contexts.	CILO2	Lecture and debate.
Qualifications framework and competence standards: clusters, levels, local and international. Workplace competence development and its impacts on employability skills.	CILO3	Lecture and debate.
The possible developmental approaches of workforce competence via various traditional and non-traditional modes.	CILO4	Lecture and case studies.
Collaborative work amongst workforce education and training stakeholders.	CILO5	Lecture, group discussion and presentation.

## 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) An analytical report (group project) on the latest changes of workforce and employability skills in a specific chosen workforce area.	50	CILO1-3

(b)	An individual essay for explaining the importance of training and development in an organization.	40	CILO4-5
(c)	Participation in class activities (including case study discussions, presentations, and online activities)	10	CILO1-5

## 5. Required Text(s)

Velde, C. R. (Ed.) (2009). *International perspectives on competence in the workplace: Implications for Research, policy and practice* (2nd ed.). Dordredht: Springer Publishers.

## 6. Recommended Readings

Albrecht, M. H. (Ed). (2001). *International HRM: Managing diversity in the workplace*. Oxford: Blackwell Publishers.

Berger, L. (2010). *The talent management handbook: creating a sustainable competitive advantage by selecting, developing and promoting the best people*. McGraw-Hill.

Buchen, I. H. (2005). *The future workforce: The 21st-century transformation of leaders, managers, and employees*. Lanham, Md.: Rowman & Littlefield Education.

Delong, D. (2010). *The executive guide to high-impact talent management: powerful tools for leveraging a changing workforce*. McGraw-Hill.

Dessler, G. (2009). *A framework for human resource management*. Upper Saddle River, N.J. : Pearson, Prentice Hall.

Drori, G. S., Meyer, J. W. & Hwang, H.Y. (Ed). (2006). *Globalization and organization: World society and organizational change*. Oxford: Oxford University Press.

National Restaurant Association, Educational Foundation. (2007). *NRAEF Manage First human resources management and supervision: Competency guide*. Upper Saddle River, N.J. : Pearson, Prentice Hall.

Wayne, C. F. (2003). *Managing human resources: Productivity, quality of work life, profits*. (6<sup>th</sup> ed.). Boston, Mass. : McGraw-Hill/Irwin

## 7. Related Web Resources

American Society for Training and Development: <http://www.astd.org>

Hong Kong Institute of Human Resource Management: <http://www.hkihrm.org>

National Centre for Vocational Education Research: <http://www.ncver.edu.au/>

Society for Human Resource Management: <http://www.shrm.org>

UNESCO-UNEVOC: <http://www.unevoc.unesco.org/snippet.php>

## 8. Related Journals

Selected readings from:

*Education and Training*

*Education Innovation in Economics and Business*

*Human Resource Development Quarterly*  
*Industry and Higher Education*  
*International Journal of Vocational Education and Training*  
*Journal of European Industrial Training*  
*Journal of Vocational Education and Training*  
*Journal of Workplace Learning*  
*Learning and Instruction*  
*Training & Development*

**9. Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

**10. Others**

Nil