**PROGRAM SPECIFICATION**

**INTRODUCTION THE PROGRAM**

The university program in Human Resource Management was established in 2009. When the economy is growing, the biggest competitive advantage of an organization is the human factor. The mission of the Human Resources Department is to create people who light up trust, gather and unite members to create strength for the organization. When developing to a large enough scale, each unit, organization, and enterprise needs to form a human resource management department, also known as an independent, methodical and professional organization and staff department.

The human resource management industry is proud to have provided society with high-quality, well-trained human resources with up-to-date knowledge, high skills, a sense of responsibility, in line with the development requirements of the industry. businesses and organizations. Human resources graduates are well received and appreciated by businesses and organizations.

Currently, according to the labor market statistics, the HR profession is one of the most recruited and has the most attractive salary. It is forecasted that this is also an industry with a probability of being replaced by machines of only 0.55% when the economy transitions to a digital economy.

**PROGRAM OBJECTIVES**

Bachelor majoring in Human Resource Management master general knowledge of human resources management, understand people and organizations, have the ability to detect human resource problems in the organization, and have the ability to design and implement human resource management functions to ensure, maintain and develop human resources independently, effectively contributing to strategy implementation and creating competitive advantages through human resources for the organization; Having good qualities, having a sense of compliance with professional ethics; Understanding people and having the computer skills, foreign languages, teamwork skills, effective communication and negotiation to adapt to the rapidly changing business environment and the necessary skills for the learning objectives. lifelong practice.

Through extracurricular activities, students will strengthen and develop foundational skills and form skills of human resource management professionals.

**OUTPUT STANDARDS OF TRAINING PROGRAMS (PLOs)**

Students after completing the Human Resource Management training program are able to:

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| **No.** | **PLOS** | **PROGRAM LEARNING OUTCOMES** |
| 1 | PLO 1 | Understand the organization, apply the knowledge Basic knowledge of economics, management and law in human resource management |
| 2 | PLO 2 | Identify the functional activities of HRM in the operational context of an organization |
| 3 | PLO 3 | Analyze the integration of human resource management functions with the organization's strategy and competitive advantage. |
| 4 | PLO 4 | Design human resource policies and plans for the organization, develop training programs to train skills and expertise in accordance with the development strategy and competitive orientation of the organization |
| 5 | PLO 5 | Understand people, good critical thinking, effective team cooperation. |
| 6 | PLO 6 | Communicate, negotiate confidently, present coherently, listen well, willingly accept feedback from others. |
| 7 | PLO 7 | Foreign language skills reach level 3 according to national standards |
| 8 | PLO 8 | Information technology skills reach an advanced level according to national standards and proficiently use application software in human resource management |
| 9 | PLO 9 | Comply with ethical standards and practice social responsibility in human resource management. |

**CAREER OPPORTUNITIES**

Graduates of Human Resource Management can work in Administration, Human Resources, Organizations, Offices of enterprises, organizations, economic groups, foreign companies, Centers employment support center; human resource development center, training and recruitment support center, colleges, universities, research institutes.

Right after graduation, you can take on the job of a specialist in human resource management, human resource projects, recruitment, training, performance evaluation, salary, social insurance, and labor relations.

After 3-5 years, they can be promoted to the position of deputy human resources department, head of C&B department, head of the training department, head of human resources department.

After 7-10 years, you can hold the position of regional director, human resources director.

**ADMISSION CRITERIA, TRAINING PROCESS, GRADUATION CONDITIONS**

### *Admission Subjects:*

According to the university enrollment regulations of the Ministry of Education and Training and the regular university enrollment scheme of the University of Economics.

### *Training process:*

The process complies with the regulations of the Ministry of Education and Training, the University of Danang, and the University of Economics. The curriculum is built on a credit unit system that allows students flexibility in their individual study plans. The program design is 4 years, depending on the ability and learning conditions, students can shorten it to 3 years or extend the maximum study time up to 6 years.

The training program consists of 134 credits (excluding the credits of the physical education and defense education modules. Each academic year has two main semesters (starting from mid-August to the end of June) and one summer semester (starting from early July to mid-August). According to the training schedule, students will study modules in the general knowledge block (46 credits) in the first 3 semesters; modules of the knowledge block (30 credits) in the 2nd year, the beginning of the 3rd year; finally, the modules in the disciplinary knowledge block will be studied at the end of the 2nd year onwards. Students will do an internship in the last semester of the program and choose one of two forms: Graduation internship report and additional study of at least 6 credits selected from elective modules or graduation thesis report (provided that the student must take the "Scientific Research Methods" module, have a cumulative GPA greater than the prescribed level of the University and be approved by the Faculty of Science to do the thesis course. career).

### *Graduation conditions*

Students are considered and recognized by the University to graduate when they fully meet the following conditions:

- Until the time of graduation, they have not been prosecuted for criminal liability or are not being disciplined at a high level. study suspension.

- Accumulate a sufficient number of courses and training programs.

- The cumulative GPA of the whole course is 2.00 or higher.

- Satisfy a number of requirements on learning results for the group of subjects in the main training discipline and other conditions prescribed by the principal.

- Possess a certificate of defense - security education and complete the physical education module.

- Have a foreign language certificate (TOIEC 450 or equivalent).

- Possess a certificate of informatics (Advanced Informatics or equivalent).

- Submit an application to the Training Department to be considered for graduation in the event that you are eligible to graduate earlier or later than the design time of the course.

Graduation conditions may be updated according to the current Training Regulations.

**TEACHING AND LEARNING**

### *Direct Teaching Strategies*

For strategies, information is communicated to students in a direct way: the teacher lectures, and the students listen. This strategy is often used in traditional classrooms and is especially effective when teachers want to impart basic knowledge to students or explain a new skill.

Direct teaching strategies applied to the Human Resource Management program including Specific explanations, lectures, and (invited) speakers.

- *Explicit Teaching (TLM1)*: with this method, the lecturer will guide and explain aspects of the lesson content, help students gain knowledge and skills.

- *Lecture- Lecture (TLM2)*: The lecturer presents and explains the content of the lecture. The teacher will present the details of the lecture and it is the responsibility of the student to listen and record what is needed to gain knowledge.

*- Presentation - Guest lecture (TLM3)*: With this method, students are involved with the presenter, the speaker is not the lecturer. They are experts with extensive experience in the field of human resource management from state management agencies or international organizations, and social organizations related to human resource management activities, or human resource management departments of enterprises of all economic sectors in Vietnam, or experienced researchers at higher education institutions, colleges, and research institutions. This method is used for the modules of the major and is carried out in association with the extracurricular activities of the training program.

### *Thinking strategies*

Thịnking strategies develop critical thinking, questioning skills, analytical skills, and practice reflective skills in students' learning methods. These strategies are designed to promote independent, creative thinking and learning; including problem-solving, brainstorming, and case studies.

- *Problem Solving (TLM4)*: During the learning process, students must use deep and logical thinking to recognize and solve the problems between the current situation and the desired goal, thereby, learning to gain new knowledge while facing and solving problems.

- *Brainstorming (TLM5)*: During group work, students are asked to use this method to generate questions, ideas, and examples; used to illustrate, expand, and deepen the main idea or theme. Each member of the team is encouraged to contribute ideas without regard to feasibility. This method creates flexibility in students' thinking and helps to increase the ability to find and expand the problem. It is used in courses that develop creative thinking, idea generation, and problem-solving.

- *Case Study Learning situations-above under*(TLM6): This is a method of teaching students to take the focus is to help students create deep thinking to talk to teachers, other students. With this method, the trainer will give tasks and timelines depending on the situations, problems and challenges encountered. Asking students to identify and analyze problems helps students develop problem-solving skills, decision-making skills, and study skills.

### *Activity-based*

Strategy This strategy encourages students to learn through hands-on activities. These activities also provide students with opportunities for real-world experience, which will motivate learners to make discoveries, make decisions, solve problems, and interact with others on their own.

- *Casting - Roleplay*(TLM7): Method that students assume different roles in the game and interact (forum) with others.

- *Game - Game (TLM8)*: Games are considered interactive activities, which can create mutual support between lecturers - students, or class members, helping to systematize shared knowledge. while increasing student confidence. Games can be given by the instructor to start or end the lesson. Games can also be given by groups of students from the encouragement of the lecturer during group work to the beginning of the end of the group's presentation.

- *Field Trip (TLM9)*: Students can visit and survey a number of businesses to learn about the reality of human resource management, have the opportunity to explore and learn expertise at work, build workplace skills, gradually perfect the necessary skills for the future working process. This method is used for a group of modules of the major and is carried out in association with the extracurricular activities of the training program.

- *Debates - Debates (TLM10)*: This is a strategy where the teacher raises a problem related to the lesson and the students, with different opinions, try to convince others to agree with their point of view. Through debate, students gain useful skills such as critical thinking, negotiation, decision making, and public speaking.

### *Collaboration Strategies Collaborative*

strategies help students become active, responsible, and caring, through active interaction and cooperation within the group. In addition, students can practice listening skills, respect, and consider all sides of an issue. This strategy focuses on getting students to interact with each other and then putting these skills into practice.

*- Discussion (TLM11):*A strategy in which students are divided into groups and comment on a problem that has been raised by the teacher. This strategy helps students analyze definitions, ideas, and data about the topic and discuss with the teacher, thereby connecting ideas and clarifying problems.

*- Teamwork Learning (TLM12)****:*** Students are divided into small groups to solve the given problem, and present the results by report or presentation. In the program, students are provided with basic knowledge and teamwork skills from the first year. They will then practice this method in modules at different levels.

*- Inquiry - Inquiry (TLM13):*The instructor uses open-ended questions or problems and guides students/groups of students to respond step-by-step.

### *Independent Learning Strategy*

*- Research Project (TLM14):* This method gives students the ability to plan, organize, explore, and communicate about a topic independently and beyond, under the guidance of a team of lecturers in the Department. It also enhances learning motivation and active learning because students are free to choose what they want to present. Faculty and DUE have a library with an abundant and up-to-date volume of books that are useful support resources for students' self-study.

*- Online learning (TLM15):* Instructors and students use online tools to support the teaching and learning process.

*- Exercise - Work Assignment (TLM16):* Students are required to complete the exercises of the lecturer at home. Through this process, students will learn how to self-study, as well as gain knowledge and skills.

**ASSESSMENT METHODS**

Assessment is the process of recording, storing, and providing information about a student's learning process. The evaluation ensures the principle of clarity, accuracy, objectivity, regularity, and continuity. The assessment methods outlined in this training program are associated with a detailed outline of each module constituting the training program. The requirements and criteria of each assessment method of each module are designed in detail by the instructors in charge of that course and communicated to students in the first session.

The following are assessment methods applied in the training program specialized in Human Resource Management:

* *Attendance Check (AM1)*

Along with self-study, the regular attendance of students and contributions Contributions from students throughout the course also reflect their attitudes towards the subject.

* *Work Assignment (AM2)*

Students are required to do homework related to the lesson during and after class. These exercises can be completed by individuals or groups and are graded based on pre-announced criteria.

* *Presentation - Oral Presentation (AM3)*

Students are required to perform some content related to presentation activities during class time or after class. These activities are carried out by individuals or groups and are evaluated against specific criteria (rubrics).

* *Performance assessment - Performance test (AM4)*

Students are required to perform a number of specific and technical operations as required by the subject's knowledge and skills.

* *Journal and blogs (AM5)internship*

Students keep diaries during practice to reflect performance and experience in the learning experience. This is the main method for assessing students in internships.

* *Essay (AM6)*

Under this assessment method, students are asked to answer a number of questions, assignments, or personal opinions on questions related to the standard requirements of the course.

* *Multiple-choice exam* *(AM7)*

This assessment method is similar to the written test method, but the difference is that students are required to answer questions based on pre-designed answers.

* *Oral Exam (AM8)*

Students are assessed through face-to-face interviews, questions, and answers. This method is used in some modules to assess students' overall competence including knowledge and presentation skills. All modules that apply oral and written tests have published rubrics.

* *Writing Report - Written Report (AM9)*

Students are assessed through reports, including the content presented in the report, presentation, drawings/images in the report.

* *Oral Presentation - Oral Presentation* *(AM10)*

This assessment method is very similar to the presentation method, but it is a summative assessment, which is carried out periodically (midterm, end of term, or after the course).

* *Teamwork- Teamwork (AM11)*

AssessmentGroup work assessment is used when carrying out group teaching activities and is used to assess students' teamwork skills. Group evaluation sheets and evaluation criteria are clearly announced.

* *Graduation Thesis/ Report* *(AM12)*

In this method, students are evaluated through their report to the Evaluation Council established by the school's decision on the basis of the Faculty's proposal. Students present their thesis report to the Council, the teacher reviews, and the Council members comment and raise questions. Students answer questions directly at the thesis defense session. This method is used during the internship period to assess the overall capacity of students including knowledge, skills, and attitudes towards those who are eligible to defend the thesis according to regulations. The Jury will assign a score according to the Rubric provided by the Faculty/Department. Graduation thesis evaluation score is the average score of Council members, decided by the Board.