



**College of Business Administration**

**Program Specification**

**Bachelor of Business Administration**

**Concentration in Human Resource Management**

October 2023

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<b>Program Name</b>	Bachelor of Business Administration in Human Resource Management
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## 1. INTRODUCTION

The 'Human Resource Management' ('HRM') program is a concentration within the Bachelor of Business Administration (BBA) degree at the College of Business Administration (COBA) at Umm Al Quwain University (UAQU). It focuses on all areas of human resources, human capital and human resource management, and educates students on all state-of-the-art tools and knowledge in the world of HRM today.

In the following, this brochure explains all program goals, contents, learning outcomes, course offerings, and study plans.

### 1.1 Strategic Perspectives and 'COBA 2.0'

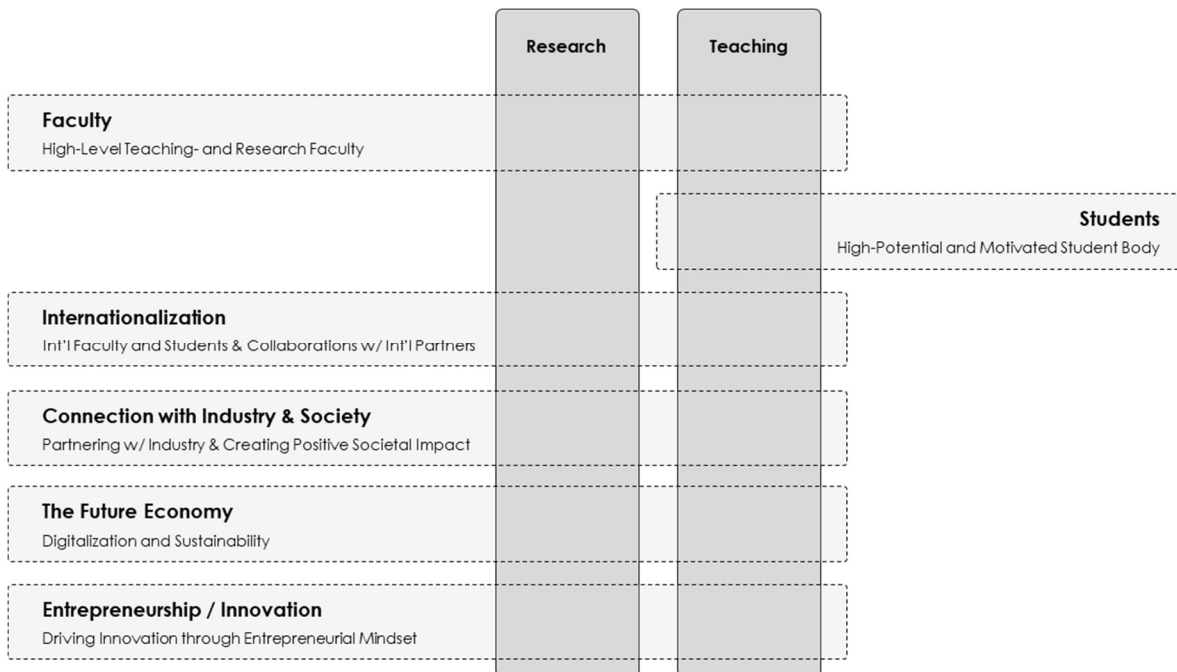
In all its programs, the long-term strategic objective of COBA is to pursue excellence in research and teaching. Both areas are closely intertwined and, as shown in the graph below, share six common features that constitute the foundation they rest on. Jointly, these common features represent the values and guiding principle for everything we do at COBA. We refer to them as our 'COBA 2.0' strategy for excellence.

The first two are our main assets: our faculty members and student body. On the faculty side, it is our goal to have a balanced mix of highly qualified teaching- and research professors. Having specialists in both areas allows us to offer a wide variety of courses with state-of-the-art contents and modern delivery techniques, while at the same time ensuring a high research output with impact studies published in the highest ranked international journals across all areas of business administration. On the student side, our goal is twofold. First, to attract the brightest and most motivated young minds to COBA, and to offer them the best possible education in the area of business administration. And second, upon completion of their studies, to place our graduates in desirable entry-level jobs that allow them to pursue long and successful careers in their field.

The third area is Internationalization, referring to our faculty and student body composition. At COBA, we firmly believe that talent has no boundaries, and bringing people from different backgrounds together to ensure the best possible exchange and learning experience. We therefore aim at the highest degree of diversity in our faculty and student body, to enrich COBA and UAQU not only with the best possible knowledge in the area of business administration, but also offer a rich and fruitful human environment as backdrop to our academic environment. In

doing so, we also aim at supporting the UAE in its quest to attract and retain outside talent for the benefit of a prosperous future.

The fourth foundational area is our Connection with Industry and Society. In our quest for academic excellence, we firmly believe in the tearing down of academic ivory tower walls, for two reasons in particular. First, it is crucial to understand the needs of the 'real' (business and economic) world to tailor our academic efforts towards addressing those needs and solving the resulting problems. Second, we cannot achieve true academic excellence – neither in teaching nor research – without real-world input from practitioners and the society as a whole.



Lastly, the fifth and sixth foundational areas serve as our contextual backdrop connecting all prior areas: 'The Future Economy' and Entrepreneurship & Innovation ('E&I'). The future (or future based-) economy is a neologism and umbrella term describing the most pressing current challenges companies face in the quest to transform themselves for a successful future. Commonly, these are (i) sustainability and (ii) digitalization/digital transformation. At COBA, we firmly believe that no business can be successful in the future without embracing all areas of sustainability and, in a wider form, ESG principles, as well as digital transformation. As businesses must embrace those concepts, so must business education and -research. We therefore aim at

incorporation sustainability and digitalization in everything we do. A similar notion applies to E&I. In today's fast-paced and competitive business landscape, fostering entrepreneurial spirit and driving innovation is crucial for long-term success. E&I is not just about creating startups; it's about instilling an innovative mindset in every facet of business. Just as with The Future Economy, we at COBA believe that E&I should be woven into the very fabric of business education and research. By resting on these pillars and pursuing those values, we hope COBA can offer a modern and high-quality curriculum to our bright and motivated students, produce highly sought-after and value-adding graduates to future employers, and be an active contributor to the scientific community in all research areas of business administration.

## 1.2 Degree and Program Goals

COBA strives to offer educational programs that equip the bright young minds of our students with the skill and knowledge for a long, successful and prosperous career in all areas of business administration. Specifically, we formulate five goals that are the backdrop to all our course-, concentration- and program offerings:

1. Knowledge: Obtain in-depth knowledge on all matters of business administration in general, the respective area of concentration in particular, as well as basic economics.
2. Skill: Build a 'tool box' of specialized and applied state-of-the-art methods and techniques that are used in modern-day companies to tackle and solve problems in any area of business administration.
3. Quantitative Reasoning: Be equipped with a sound understanding of quantitative methods and their applications in all areas of business administration.
4. Critical Thinking and the 'Entrepreneurial' Mindset: Develop a reflective and critical way of thinking, and learn how to apply an entrepreneurial and 'disruptive' mindset to derive new and innovative value-creating solutions in any business-related context.
5. The Future Economy: Be introduced to Digitalization and Sustainability in every area of business administration, and understand solutions to the challenges faced by companies in their quest to successfully transition into the future-based economy.

We pursue goals 1-3 to equip our students with the 'tool box' of technical knowledge and skill, required for whatever career they choose in business or economics. Goals 4 and 5, in turn, are the 'values' that we want to instill in our students, in addition to the technical skill and knowledge. These values are crucial to our educational programs, and closely follow the fifth and sixth pillar of our 'COBA 2.0' strategy laid out above. They expand students' knowledge horizons by emphasizing innovative thinking, entrepreneurial mindsets or 'spirits' in approaching problem solving, and the important aspects of the 'future-based economy', that is, digital transformation and sustainability. We believe that particularly the latter aspect is paramount to a holistic business education.

Based on these College-wide core goals, we establish the goals of the 'HRM' concentration as follows:

1. Knowledge: Obtain a detailed understanding of the underlying concepts in all areas of HRM, both with respect to fundamentals, such as the underlying theories of human resources, as well as cutting-edge applied knowledge, such as the human resource components within ESG principles.
2. Skill: Develop state-of-the-art know-how to develop and use industry-standard tools in the areas of performance evaluation, training, development, compensation, recruitment and much more.
3. Quantitative Reasoning: Understand the quantitative concepts underlying modern human resource management tools, to be able to appropriately measure performance, training effectiveness, or compose appropriate compensation packages, all using different software tools.
4. Innovation & Entrepreneurship: Learn about innovative concepts in HRM, how to use that knowledge in an entrepreneurial context, and understand how to start and grow young startup businesses in the area of human resources.
5. The Future Economy: Understand, and find solutions to, the current and future challenges in the HRM industry, particularly with respect to aspects of digital transformation, ethics and sustainability.

Jointly, our curriculum addresses these five goals. Early core courses will lay the theoretic knowledge foundation, more advanced courses will focus on skill and quantitative reasoning, and

our electives allow students to find their 'niche' they want to specialize in. Across all courses in the curriculum, we place emphasis on Goal 4 and 5. To name but a few examples: HRM 410 Industrial Relations and Labor Law places a big emphasis on Health & Safety, a UN Sustainable Development Goal, or anti-discrimination measures in the workplace, one of many ESG components with respect to ethical standards. HRM 415 Strategic Global Human Resource Management places heavy emphasis on all future challenges the HRM industry faces. As these goals show, we aim at educating future specialists that are highly skilled and well-versed in all areas of HRM.

By becoming well-versed in all intricacies of the HRM industry, our graduates will be able to perform strategic human resource planning, execute recruiting processes, appraise employees' performance and, based on their analyses, derive effective training and development plans, put together compensation packages, understand leadership styles and the skills required to apply them, and learn about the role of HRM in the context of ESG frameworks, ethical considerations, and inclusive and non-discriminatory human resource standards. With this skill and knowledge, and upon completion of their studies, our graduates can pursue a variety of careers based on their interests or strengths in the field. These can be roles in the corporate HRM world, performing HR roles for government entities, working in headhunting and recruiting agencies, performing strategic advisory roles in HR-specific consulting firms, or pursuing their own startup business in the field of human resources. In the following, we elaborate more on the learning outcomes, curriculum structure, study plan, as well as course overviews and -descriptions.

### **1.3 Program Learning Outcomes**

Based on the overarching goals of the College of Business Administration and the more specific goals of the HRM concentration, we formulate a variety of specific learning outcomes for the program. In lines with Standards of the UAE Ministry of Education, the UAE Commission For Academic Accreditation (CAA), and the 'QFEmirates' degree qualification framework, these outcomes are grouped into the three categories of 'Knowledge', 'Skill', and 'Competence. The program and its curriculum aim at addressing all of these outcomes equally, to ensure that students, upon successful completion of the program, have achieved every single outcome to the highest degree.

## Program Learning Outcomes (PLOs)

Category		PLO	Description
Knowledge		A.1	Understand the broad and underlying key concepts in the area of human resource management (HRM), particularly strategic considerations and planning, training, development, recruitment, compensation, as well as performance measurement.
		A.2	Demonstrate a comprehensive understanding of the various human resource practices, standards and labor laws, both domestically and internationally.
		A.3	Obtain an understanding of the future challenges HRM faces, in particular those brought by advancements in digitalization and the compliance with the 'S' and 'G' factors in ESG standards.
Skills		B.1	Critically analyze crucial problems in HRM, and identify and select the correct methods or techniques to address them.
		B.2	Having the skill to apply state-of-the-art tools and best practices to manage human resources effectively.
Competence	A&R	C.1	Develop and justify the use of HRM practices individually or in a group context with no or minimal supervision to address unfamiliar and complex problems.
	Role in Context	C.2.1	Evaluate the effectiveness of HRM practices in supporting the strategic and operational needs of the organization in a competitive and global environment.
		C.2.2	Demonstrate cultural awareness amongst employees by understanding and applying global human resource perspectives and policies.
	Self-Development	C.3	Develop the interpersonal skills and ethical awareness to function effectively in a diverse cross, functional environment.



## 2. PROGRAM STRUCTURE

To successfully graduate with a bachelor degree in Business Administration in the concentration of HRM from UAQU, students have to complete a variety of different course 'categories'. First, there are 'General Education' requirements which are compulsory for all students at UAQU, irrespective of their College of program concentration. These comprise 10 courses (3 credit hours each), of which 8 are compulsory and two are electives. Second, there are 'Business Requirement' courses which are compulsory for all students at the College of Business Administration, irrespective of the program concentration they are enrolled in. These are a total of 20 courses, 18 of which are compulsory and two are electives. Finally, students in the HRM concentration have to complete the so-called 'Concentration Requirement' which comprises only HRM courses and is therefore only compulsory for students enrolled in this concentration. These are 9 compulsory courses all HRM students have to take, and 2 more electives from the HRM subject area. Totally, students have completed 41 separate courses across the different categories (123 credit hours) upon graduation.

	Compulsory		Electives		Free Electives		Total	
	Credit Hours	Courses	Credit Hours	Courses	Credit Hours	Courses	Credit Hours	Courses
<b>General Education Requirement (GED)</b>	24	8	6	2	-	-	30	10
<b>Business Requirement</b>	54	18	-	-	6	2	60	20
<b>Concentration Requirement</b>	27	9	6	2	-	-	33	11
<b>Total Credit Hours</b>	105	35	12	4	6	2	123	41

### 2.1 General Education Requirements

The General Education Requirement ('GED') courses lay a basic foundation of university studies for all students at UAQU, irrespective of their college or subject area concentration. Purposes is to provide students with basic academic skills and knowledge required for all future careers in a wide

field of study. Some of those are directly career-related ('Block 1'), such as English language skills in a professional context, others ('Block 2') are *Studium Generale* courses that introduce students to the local culture and heritage, or other scientific areas ('Block 3') such as psychology. An important part of the GED curriculum is the 'Innovation, Creativity and Entrepreneurship' course which, early on in the studies, introduces students to an entrepreneurial mindset that helps foster a creative way of thinking to derive innovative solutions to a range of applied problem sets.

In 'Block 3', students can take either GED 130 or 140, and have to take both GED 160 and 180.

Code	Type	Name	Prerequisite
<b>Block 1</b>			
CIT 100	Compulsory	Computer Concepts and Applications	-
ENG 101	Compulsory	Composition and Modern English I	-
ENG 102	Compulsory	Composition and Modern English II	ENG 101
MTH 100	Compulsory	College Algebra	-
IEC 111	Compulsory	Innovation, Creativity and Entrepreneurship	-
<b>Block 2</b>			
GED 100	Compulsory	Islamic Studies	-
GED 110	Compulsory	UAE Society	-
GED 120	Compulsory	Communication Skills in Arabic	-
<b>Block 3</b>			
GED 130	Choose	Introduction to GIS	-
GED 140	1 out of 2	Conceptual Physics	-
GED 160	Compulsory	Psychology in Everyday Life	-
GED 180	Compulsory	Human Behavior and Socialization	-

## 2.2 Business Core Requirements

The 'Business Core' requirements are compulsory for all students enrolled in the College of Business Administration, irrespective of their area of concentration. Purpose is for all students to have a solid foundation and background in general business knowledge, across all areas of business administration and economics. Students acquire foundational and advanced quantitative skills ('Block 1'), core knowledge in the main areas of business operations ('Block 2'), basic knowledge in economics ('Block 3'), and advanced computer and communication skills ('Block 4'). Additionally, students have to take an internship as part of their studies, and pass the final applied 'Capstone' course of the program, both of which are designed to equip graduates with 'desk-

readiness' upon graduation ('Block 5'). Lastly, students are required to take one so-called 'Free Elective' course, that is, any course that is being offered outside the College of Business Administration. Purposes of this course is to allow students to delve into subject areas such as Law or Mass Communications, to broaden their academic horizons or complete a course related to their core studies but delivered from a different angle. Examples could be courses in corporate law, or mass communication courses that closely tie in with certain HRM studies.

Code	Name	Prerequisite
<b>Block 1</b>		
MTH 120	Business Calculus	MTH 100
QM 241	Business Statistics I	MTH 100
QM 341	Business Statistics II	QM 241
BUS 360	Business Analytics	CIT 100, QM 241
BUS 380	Business Research Methods	QM 241
<b>Block 2</b>		
MKT 290	Principles of Marketing	-
MGT 271	Principles of Management	-
OBV 290	Organizational Behavior	MGT 271
LAW 231	Legal and Ethical Environment of Business	-
ACT 191	Principles of Accounting I	-
ACT 292	Principles of Accounting II	ACT 191
FIN 331	Managerial Finance	ACT 292
<b>Block 3</b>		
ECO 251	Principles of Microeconomics	
ECO 252	Principles of Macroeconomics	ECO 251
<b>Block 4</b>		
ENG 202	Business Communication	ENG 102
CIT 200	Introduction to Information Systems	CIT 100
<b>Block 5</b>		
BUS 390	Internship	90 CHs, ≥2.0 GPA
MGT 476	Strategic Management	Senior Standing
<b>Block 6</b>		
Free Choice	Free Elective	-

### 2.3 Concentration (HRM) Core Courses

The HRM core courses are listed below. All students enrolled in the HRM subject area concentration must complete them. Jointly, they cover all relevant areas, and address all Program Learning Outcomes (PLOs), as introduced above.

Code	Name	Prerequisite
HRM 201	Human Resource Planning and Development	MGT 271
HRM 301	Managing Recruitment, Selection and Induction	HRM 201
HRM 304	Compensation Management	HRM 201
HRM 310	Performance Appraisal	HRM 201
HRM 331	Human Resource Information Systems	CIT 200, HRM 201
HRM 303	Organization Development and Change	OBV 290, HRM 201
HRM 401	Training and Development	HRM 201
HRM 410	Industrial Relations and Labor Laws	HRM 201
HRM 415	Strategic Global Human Resource Management	HRM 201

#### 2.4 Concentration (HRM) Elective Courses

In addition to the 9 core courses laid out in Part 2.3 above, students enrolled in the HRM concentration must complete 2 electives in the subject area. At UAQU, students can choose 2 out of the 3 courses offered below. Purposes is to allow students to pick-and-choose a specialized subject area within the realm of HRM, in line with their intellectual interest of desired career path.

Code	Name	Prerequisite
HRM 373	Special Topics in HRM	HRM 201
HRM 390	Essential Leadership Skills for Managers	HRM 201
HRM 420	HRM in the Public Sector	HRM 201

### 3. STUDY PLAN

At the College of Business Administration, we guide students through their program via a fixed semester study plan that all students must follow. In doing so, UAQU's College of Business Administration differs slightly from other Colleges and Universities in the region that allow students a more 'loose' compilation of their courses across the semesters. We believe this is not ideal, and therefore pursue a more 'High School'-type structure to the curriculum.

Purpose of this strategy is threefold. First, following the fixed study plan guarantees that students can graduate 'on time' within the pre-designated 8-semester study period without having to worry about graduation delays due to, for example, erroneous course selections and/or missing credit hours. Second, it ensures that students are exposed to knowledge gradually and in the correct order. We at UAQU like to envision the study plan like building a knowledge 'house' for students: the knowledge basement has to be built first, so that the higher and more advanced knowledge 'floors' have a solid foundation to rest on. To accomplish that, we carefully lay out the correct order of courses for all students, and ensure that certain courses are completed before others – that build on that foundation – are introduced. Third, a positive side effect of this fixed study plan is the communal and social learning environment that it creates amongst students, as students that start their studies in the same intake or 'cohort' will go through their study plan jointly, and can therefore support each other better in their studies. Part of that is also that students in any given course have a rather homogenous skill set, which lets lecturers tailor the contents to whatever foundational knowledge all course participants have acquired prior to taking the course. This avoids going 'too slow' for students with more advanced knowledge, or going 'too fast' for students with less advanced knowledge.

The study plan we propose for our students is shown in the table below.

#### 3.1 First Year

The first year lays the foundation of knowledge, with students taking a variety of General Education courses, as well as the first introductory courses to Business Administration. The knowledge of all those early courses is paramount for the deeper understanding of later courses, and must therefore be established early. Goal is for students to have completed the ten courses as indicated in the study plan table below. Should students wish to cut back on the 5/5 course load in the first year, we only allow for the General Education classes GED 100 or GED 130/140 to

be cut. Students that wish to increase the course load can take LAW 231 from the second year already in the first year. It is important to note that all students must complete the following courses to be admitted into Year 2: MGT 271, (ii) ECO 251, (iii) ACT 191, (iv) CIT 100, (v) IEC 111, (vi) MTH 100, (vii) ENG 101, (viii) GED 120.

### **3.2 Second Year**

The second year places a heavier emphasis on the Business Core courses, to deepen students' knowledge in this area. Students also have to complete the GED requirements. Particularly the completion of the GED courses is important, to ensure that students have sufficient capacity to predominantly focus their attention on the concentration courses in Years 3 and 4. Should students have opted not to take the designated-for-drop GED courses from the study plan in Year 1 (GED 100, GED 130/140), these must be completed by the end of Year 2. Furthermore, to be able to be admitted into Year 3, students must complete the following courses at the end of year 2: (i) GED 160 and 180, (ii) GED 130/140, (iii) QM 241, (iv) ENG 102, (v) ACT 292, (vi) CIT 200, (v) MKT 290. These courses are of particular importance as they are requirements for subsequent courses taken in Years 3 and 4. Not completing them by the end of Year 2 will lead to disruptions in the study plan, and prevent students from graduation within 8 semesters 'on time'.

### **3.3 Third Year**

In the third year, students take the most advanced Business Core courses, and begin taking the first courses from their respective concentrations. In HRM, this is HRM 201 Human Resource Planning & Development first, as this lays the foundation for all later HRM courses. Subsequently, students will take HRM 301 Managing Recruitment, Selection and Induction and HRM 310 Performance Appraisal. It is especially important the students understand performance appraisal early on, as this lays the foundation for managing training and development and compensation in later stages. Also, we let students choose their first HRM elective, to indulge in whatever sub-area within the concentration they are most interested in. This is particularly important as students take the Internship early in the fourth year (as explained below), and should therefore be able to 'specialize' in Semester 6 as the basis for their desired field/industry/area of Internship. There are two important requirements students must be aware of in the third year of studies: HRM 201 must

be taken in the fifth semester as this is an important foundational courses, and therefore a requirement for later courses that must not be delayed.

### **3.4 Fourth Year**

The fourth year is students' last year of study. All remaining core courses in their concentration area are taken, along with the Capstone business course, and all remaining electives. While students are only required to take two electives in their concentration, we plan on including three electives in their study plan. This ensures that students can either gain insights into more sub-areas in the field of HRM, or improve their GPA by picking-and-choosing their best two of the three electives they take. It is important to note that the eighth semester in particular features all the most advanced courses such as, for example, HRM 304 Compensation Management, HRM 410 Industrial Relations & Labor Law, and HRM 415 Strategic Global Human Resource Management. Students therefore end their studies with the applied and advanced knowledge necessary for a successful and 'desk-ready' start to their entry-level jobs.

## Fixed Semester Study Plan

<b>1<sup>st</sup> Year</b>	<b>1<sup>st</sup> Semester</b>	1	BBA	Core	ACT 191	Principles of Accounting I	-
		2	GED		CIT 100	Computer Concepts and Applications	-
		3	GED		ENG 101	Composition and Modern English I	-
		4	GED		MTH 100	College Algebra	-
		5	GED		GED 100	Islamic Studies <sup>1</sup>	-
	<b>2<sup>nd</sup> Semester</b>	1	BBA	Core	ECO 251	Principles of Microeconomics	-
		2	BBA	Core	MGT 271	Principles of Management	-
		3	GED		IEC 111	Innovation, Creativity and Entrepreneurship	-
		4	GED		GED 120	Communication Skills in Arabic	-
		5	GED		GED 130 or 140	1 <sup>st</sup> GED Elective <sup>1</sup>	-

MUST be taken before year 2: (i) MGT 271, (ii) ECO 251, (iii) ACT 191, (iv) CIT 100, (v) IEC 111, (vi) MTH 100, (vii) ENG 101, (viii) GED 120

<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Semester</b>	1	BBA	Core	MKT 290	Principles of Marketing	MGT 271
		2	BBA	Core	ACT 292	Principles of Accounting II	ACT 191
		3	BBA	Core	CIT 200	Introduction to Information Systems	CIT 100
		4	BBA	Core	MTH 120	Business Calculus	MTH 100
		5	GED		ENG 102	Composition and Modern English	ENG 101
		6	GED		GED 160/180	2 <sup>nd</sup> GED Elective <sup>1,3</sup>	-
	<b>4<sup>th</sup> Semester</b>	1	BBA	Core	LAW 231	Legal and Ethical Environment of Business <sup>2</sup>	-
		2	BBA	Core	ECO 252	Principles of Macroeconomics	ECO 251
		3	BBA	Core	QM 241	Business Statistics I	MTH 100
		4	GED		GED 110	UAE Society	-
		5	GED		GED 160/180	3 <sup>rd</sup> GED Elective <sup>1,3</sup>	-

MUST be taken before year 3: (i) GED 100, (ii) GED 110, (iii) GED 130/140, (iii) GED 160/180, (iv) QM 241, (v) ENG 102, (vi) ACT 292, (vii) CIT 200, (vii) MKT 290

<sup>1</sup> Only possible drop to reduce course load.

<sup>2</sup> Can be taken in first year to increase course.

<sup>3</sup> Both GED 160 and 180 need to be completed, but in no specific order.



<b>5<sup>th</sup> Semester</b>	1	BBA	Core	FIN 331	Managerial Finance	ACT 292	
	2	BBA	Core	ENG 202	Business Communication	ENG 102	
	3	BBA	Core	QM 341	Business Statistics II	QM 241	
	4	BBA	Core	OBV 290	Organizational Behavior	MGT 271	
	5	HRM	Core	HRM 201	Human Resource Planning & Development	MGT 271	
<b>3<sup>rd</sup> Year</b>	MUST be taken before 6 <sup>th</sup> semester: HRM 201						
	<b>6<sup>th</sup> Semester</b>	1	BBA	Core	BUS 360	Business Analytics	CIT 100, QM 241
2		BBA	Elective		Free Elective		
3		HRM	Core	HRM 301	Managing Recruitment, Selection and Ind.	HRM 201	
4		HRM	Core	HRM 310	Performance Appraisal	HRM 201	
5		HRM	Elective		HRM Elective I <sup>4</sup>	HRM 201	
MUST be taken before year 4: (i) OBV 290, (ii) GED 160 and 180, (iii) ENG 202, (iv) QM 341, (v) FIN 331, (vi) BUS 360, (vii) BBA Free Elective							
<b>7<sup>th</sup> Semester</b>	1	BBA	Core	BUS 380	Business Research Methods	QM 241	
	2	BBA	Core	BUS 390	Internship	90 CHs, ≥2.0 GPA	
	3	HRM	Core	HRM 401	Training and Development	HRM 201	
	4	HRM	Core	HRM 331	Human Resource Information System	CIT 200, HRM 201	
	5	HRM	Elective		HRM Elective II <sup>4</sup>	HRM 201	
<b>4<sup>th</sup> Year</b>	<b>8<sup>th</sup> Semester</b>	1	BBA	Core	MGT 476	Strategic Management (Capstone)	Senior Standing
		2	HRM	Core	HRM 303	Organization, Development and Change	OBV 290, HRM 201
3		HRM	Core	HRM 304	Compensation Management	HRM 201	
4		HRM	Core	HRM 410	Industrial Relations & Labor Law	HRM 201	
5		HRM	Core	HRM 415	Strategic Global Human Resource Mgmt.	HRM 201	
6		HRM	Elective		HRM Elective III <sup>4</sup>	HRM 201	

<sup>4</sup> Only 2 out of 3 electives must be taken, third is optional.

#### 4. ADMISSION CRITERIA

Every applicant is required to submit the following documents:

- UAE High School Secondary Certificate as follows or equivalent in Standardized International.

Elite Track	Advanced Track	General Track
70%	70%	75%

- English proficiency, Arabic language and mathematics requirements as follows:

IELTS	TOEFL ITP	EmSAT	Arabic Language EmSAT	Mathematics EmSAT
5	500	1,100	600	600

Note: College of Business international students can register for a non-credited Basic Arabic Language course at the UAQU

- Students must pass a personal interview at the College, and fully pay registration fees.

#### 5. COMPLETION REQUIREMENTS

- Graduation requirements include the successful completion of the concentration credit hours.
- Satisfaction of the internship requirement.
- A minimum CGPA of 2.0.
- A successful completion of the internship.
- Degree requirements must be completed within 16 semesters of initial enrollment at UAQU.

#### 6. DELIVERY MODE

This program and all its courses are delivered according to the credit hours' system implemented in the UAQU on campus. Only full time students are accepted in the program, all courses are delivered in-person, twice a week, for 15 weeks.

#### 7. PROGRAM LEARNING AND STUDENT SUPPORT

UAQU supports students in different aspects during their academic progress. The technical support unit with IT specialist is available 24/7 to manage IT facilities in UAQU and to give guidance, advice and support to students and staff in all related issues. The university's E-learning system MOODLE

facilitates teaching and learning processes, and provides students with, for example, course syllabi and lecture materials. Our library has specialist employees available to give support to students regarding available library resources and the online library systems. The university offers a number of laboratories which are used for different courses to provide students with a more hands-on and/or IT-based learning experience. Finally, UAQU has an academic advising systems in place. Under this system, each faculty member acts as academic advisor to students, to provide advice on course registrations, semester planning, and other related academic issues. UAQU is keen to ensure that students are supported at all stages of their program including the academic advising, which ensures effective measures to support student progress and provide appropriate academic guidance and which stipulates the allocation to each registered student of an academic advisor.

## **8. FACILITIES**

The campus of UAQU is located in a modern building with state-of-the-art learning and teaching equipment. The classrooms are designed in different ways to accommodate different teaching requirements including rooms that can seat up to 50 students. All classrooms are equipped with a computer, projector and (e-)whiteboard/touchscreen. There are seating areas for students to relax. A large auditorium is built to support conferences and external events coming to the University.

All labs are equipped with new computers, and are regularly scheduled for teaching and learning sessions. Free lab time is available for all students. During these periods, students can use the laboratory to work independently on assignments, and to access online resources to engage in self-directed learning. All laboratories have technical staff available at all times during the study hours to support students and ensure that the laboratory is well maintained.

The library supports academic work by having dedicated offices for academic research activity. The library has exceeded 3,000 titles with around 6,000 copies for different disciplines in both English and Arabic language, there are a number of computers located in the Library for the use of UAQU students to search for resources in the UMQU Library, E-library and the online databases. The Library subscribes to periodicals in both English and Arabic which help students in their study.

The periodicals paid and free access available for the business programs are as follows:

- Business Source Complete.

- Regional Business News.
- eBook Academic Collection.
- eBook Arabic Collection.
- eBook Collection.
- The Directory of Open Access Books.
- The Directory of Open Access Journals.
- The Directory of Free Open Access Journals.

## **9. EVALUATING AND IMPROVING STANDARDS OF TEACHING AND LEARNING**

UAQU engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) result in continuing improvement, and (b) demonstrate that each College / department /unit is effectively accomplishing the UAQU mission. Documenting the institutional effectiveness through systematic and ongoing assessment provides the guidance for decision-making and concrete evidence that UAQU is committed to continuous improvement.

The Institutional Effectiveness Unit focuses on data collection, analysis and reporting of the results obtained. The unit also collects data from students, alumni, faculty members, assisting staff, and assisting departments. These data are used in evaluating the institutional performance and planning in relation to the strategic objectives of UAQU. The Institutional Effectiveness unit measures the Key Performance Indicators of each of the university units on a semester basis and re-transmits these results to the various university units and follow them up in order to close the cycle of the evaluation process. In addition, the Institutional Effectiveness Unit evaluates, measures and determines the improvement of the quality of academic programs and administrative services, including how the follow-up and implementation process as well as improving the effectiveness of the teaching process.

## **10. FACULTY**

### **10.1 Faculty Satisfaction**

The Institutional Effectiveness Unit creates surveys to measure the faculty satisfaction on an annual or semi-annual basis as required by the educational process. The faculty satisfaction includes

measuring several criteria related to the educational process and the educational environment in general for the sake of continuous improvement based on the analysis output (results).

After analyzing the survey, a report of the results is prepared, providing that it includes a comparison table with the results of the previous survey to reflect the success of the implementation plan that was developed after the results of the previous survey analysis and the extent of this reflection on the improvement process in order to identify the positive and negative impact in order to work on it and follow-up in order to close the loop. Measured are:

- Academic policies.
- The appropriateness of the teaching load.
- Promotion policy
- UAQU support to the scientific research.
- Learning resources.
- Information technology
- The work environment

### **10.2 Faculty Research Support**

UAQU considers the importance of research as a tool for quality improvement in teaching. UAQU is supporting faculty in publishing in leading international journals. In addition, UAQU encourages faculty research, by providing annual research excellence awards.

### **10.3 Faculty Performance Evaluation**

Faculty performance evaluation, a comprehensive self-evaluation of faculty performance is submitted at the end of the academic year. The faculty performance for the year is evaluated on teaching, research and publications, involvement in college development, community services and student advising services. This all-round self –evaluation provides faculty an understanding of his / her performance during the year and improvement needed during the coming academic year. This helps the faculty to identify the areas of improvements. Continuous self-evaluation support to maintain quality in teaching learning process, other academic activities and extracurricular activities of the university.

## **11. STUDENTS**

### **11.1 Student Satisfaction**

The Institutional Effectiveness Unit runs several surveys to measure student satisfaction on an annual basis or biannual, as required by the educational process. The survey is based on measuring the students' satisfaction with the various units and departments, then the results of this survey are analyzed and distributed and the implementation of the improvement required to close the loop.

On the other hand, the Institutional Effectiveness Unit works continuously to evaluate and improve the quality of academic programs and administrative services through various methods as follows:

### **11.2 Student Feedback of the Course and Instructor**

Student Feedback for the course and the instructor is conducted at the end of each semester provides feedback on course instructions, course delivery, assessment methods, relevance of topics, usage of learning resources, feedback on quality of teaching, approach to students, response to student's queries and related teaching learning aspects. The results and recommendations of the analysis of the students' feedback are sent to the faculty for their comments, action plan and improvement for the accepted recommendations.

### **11.3 Teaching Report**

In order to review and ensure the level of implementation of the course syllabus, the faculty should submit teaching report in the seventh week (before midterm exam) and the final teaching report in 14th week (before the final exam). The report is reviewed and discussed with the faculty by the head of the department for further development in class management for the current and coming semesters.

### **11.4 Course File Report**

A course file report is prepared by the instructor on completion of the course. The report provides a comprehensive instructor review of the implementation of the course, achievement level of CLOs, the challenges faced by the instructor and corrective actions required for implementation from the coming semester in addition to the follow up process to ensure the implementation of the action plan.

### **11.5 Implementation and Monitoring Process**

Based on the student feedback, faculty evaluation, course review reports and the teaching reports, the areas for improvement in teaching effectiveness are identified, and reported to respective faculty members. Measures are taken for the proper implementation of recommendations from the feedback. This process is approved and implemented at the college level as part of the improvement to the quality of academic programs, which is monitored by the IE department and Head of department. This is evident from the above details.

### **11.6 Learning Management Systems**

Through the Implementation of eLearning Management Systems (LMS) there exist a proper control and coordination for class management for all subjects offered at UAQU. In addition, UAQU is implemented Plagiarism software to check the plagiarism and its linked with LMS to review student submissions for proper management of student course works. This has enhanced student capacity for independent/group thinking and in submitting their own quality works.

### **11.7 Grading Rubrics**

Grading rubrics is implemented for all formative and summative assessment of course works. This enhance teaching effectiveness in proper delivery of the course works through proper evaluation of both formative and summative assessments.

### **11.8 Moderation for Final Exams**

The Final Exam Question Papers and Answer schemes are moderated by the department prior to the exams. This helps to standardize the question papers and to improve the quality of the examinations, as well as to observe that the course delivery is meeting the level as expected from the courses and the coverage of the CLOs.

### **11.9 Measurement of PLO - CLO achievement**

From the Course Learning Outcome Assessment Mapping, the CLOs achievement is measured. The shortcomings in CLO achievements is discussed with the faculty. Matrix contains the matrix of the PLO – CLO achievement, review on program effectiveness, and action plan for further improvement in course delivery.

### **11.10 Academic Advising and Office Hours**

Office hours are allocated for faculty members to follow up with the students even for those who are enrolled in their courses or for their advisee list. This enable them to provide the academic advising to the students, and other auxiliary administrative and academic activities.

### 11.11 Alumni Survey

UAQU is regularly conducted the alumni survey for every academic year and the results is matched with other reports and UAQU is taken and implemented necessary action(s).

## 12. TEACHING AND LEARNING METHODS

The delivery modes for the program include lectures, workshops, class presentations, seminars, case analyses and forum discussions. Each student is expected to deliver individual assignments, case studies, project presentations based on the topics assigned to him / her. The program embraces continuous assessment of the student learning through quizzes, midterm exam and final exam in addition to the assignments / projects / case study provided by the instructor from time to time. An important part of teaching and learning methods in the HRM program will be lab-based. While courses typically start with the foundational groundwork being delivered in-class, the more applied skill will be delivered in lab sessions where students work with software tools to learn hands-on style.

### Assessment plan for program learning outcomes:

1. Course Work: This assessment method encompasses assignments, case studies or lab-based project work, both individually or in a group, related to the area of study. They are designed to illustrate students' understanding of course topics in an applied or case-based way. The assignments vary by course and are specifically designed around each course topic. The syllabi stipulate the respective type of assignment along with all deliverables and the assessment rubrics.
2. Quiz / Quizzes: Students should prepare to take up Quiz / Quizzes as decided by the Course Instructor. The Instructor can decide any number of Quizzes of diversified types namely short answers, descriptive answers, MCQs, and similar models as deemed fit for the subject and the topic of discussions.
3. Mid Term and Final Exam: Mid Term exams are scheduled for halfway through the semester and are accompanied by a preparation/revision class just prior to the exam, and a debrief class after the exam in which the grade distribution, grading scheme and model solutions will be discussed. Each exam is a combination of short-answer questions, essay-based or long-form questions, numerical problems (if applicable), case-based problems (if applicable), and true/false questions. The specifics of each exam are tailored to the respective course, and discussed by the lecturer at the beginning of the semester. Final Exams are a two-hour examination scheduled after week 15.



The final exam is comprehensive, covering all material of the course. Structure and form are identical to the mid-term exams.

### 13. COURSE DESCRIPTIONS

<b>HRM 201 Human Resources Planning and Development</b>	
Core Course	
<b>Course Description</b>	<b>Course Objectives</b>
The course Human Resource Planning and Development is designed to consider the theory and role of human resource planning and development in organizations, and link it to policies and practices required in organizations for effective people management. A strategic human resources planning model is introduced and includes the following elements: organizational strategy, HRM strategy, environmental influences on HRM, job analysis, HR management systems, forecasting supply and demand. Various corporate strategies in today's workplaces are examined in conjunction with their significant effect on human resources planning. The Course aims to develop knowledge and skill in a range of HRD activities in organizations and to relate these to professional standards. It covers the practical application of personnel theory.	This course will help students gain a detailed understanding of the Human Resources function and its relationship to the productivity of the workforce as well as its contributions to the competitiveness of the organization. Using a seminar-discussion format, the course will explore current readings and other sources of information about the changing nature of Human Resource Development and, more broadly, the world of work in general.

<b>HRM 301 Managing Recruitment, Selection and Induction</b>	
Core Course	
<b>Course Description</b>	<b>Course Objectives</b>
The course provides an in-depth study of the staffing function and is approached with the intent of providing pragmatic information necessary for meaningful decision-making and implementation of effective staffing systems, thus, this course is intended to provide an understanding of recruitment and selection methods and processes as well as give you an opportunity to develop a critical approach to R&S and HRM. This critical approach is necessary because choosing whom to employ is an important way in which employers pursue their interests in the workplace.	The course aims at the theory, principles, practices, and legal requirements for effective recruitment, selection, and promotion in organizational settings. Examination of the scientific, legal, and administrative issues with the recruitment, selection, employment, and retention of individuals will be thoroughly analyzed.

<b>HRM 303 Organizational Development and Change</b>	
Core Course	
<b>Course Description</b>	<b>Course Objectives</b>

<p>This course involves the study, research, and analysis of pro-active strategies for organizational change using the theories and techniques of applied behavioral science. This course covers the phases of consulting, strategies, intervention decisions and actions, multiple roles, skills, and phases of internal and external consultants, ethical dilemmas and guidelines, and the implementation of action research. In this course, students will be exposed to a number of organizational issues including, the need for change, why organizations change or fail to change, the legal and regulatory issues associated with change, and how change helps organizations become more competitive and profitable.</p>	<p>Provide an opportunity to become familiar with the basic theories of "change management," Develop an awareness and fundamental knowledge of the need for change, why organizations change or fail to change, and how to plan for, manage and measure change, Develop an awareness of the leadership issues and role of the leader in organizational change, and Help further develop and expand critical thinking and analytical skills.</p>
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<p><b>HRM 304 Compensation Management</b> Core Course</p>	
<p><b>Course Description</b></p>	<p><b>Course Objectives</b></p>
<p>This course introduces and analyzes the main components of compensation. The course will cover the main applications for assessing and implementing a model by considering internal and external factors, analyzing market data, and developing recommendations to implement changes to an organization's compensation and benefits administration policies and procedures. Principles underlying merit and variable performance-based pay plans will be introduced and analyzed in depth. Aligning compensation to an organization's guiding principles and Human Resources structure will be introduced and thoroughly discussed. This course balances theory and practice. The course will emphasize the strategic aspects of compensation and how the organization can achieve a sustainable competitive advantage through compensation policies/programs.</p>	<p>The main aim of the course is to provide an understanding of the major aspects of human resource compensation and benefits and the underlying theory and current practice in the field.. By the end of this course, you should have a very in-depth understanding of how to establish, organize, and administer an effective and equitable compensation system.</p>

<p><b>HRM 331 Human Resources Information Systems</b> Core Course</p>	
<p><b>Course Description</b></p>	<p><b>Course Objectives</b></p>

<p>This course is an in-depth study of various performance appraisal methods, the benefits and challenges of various methodologies, and alternatives to performance appraisals. It will help students to explain the appraisal process and what type of appraisals to conduct, how to prepare for their own appraisal, and more.</p>	<p>The main objectives of the course are to provide the skills necessary to keep up with a changing HRIS environment and to apply HR skills in a computerized environment. The course aims to Demonstrate a thorough understanding of the strategic value of HRIS and how it contributes to organizational effectiveness and efficiency. It as well help in practice to Apply forecasting techniques and data analytics to HR and organizational data. The course helps students to Understand and apply the basic concepts and principles of HRIS to human resource situations and decisions.</p>
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<p><b>HRM 401 Training and Development</b> Core Course</p>	
Course Description	Course Objectives
<p>The course is a practical course on the training and development section of the human resources of the organization. The course emphasizes the theories of training and development in the broader perspective of the organization. This means covering some of the basic concepts of training/HRD, such as motivation and learning theory, needs assessment, and the evaluation of training. Different types of training programs will be examined, including orientation, skills training, team building, management development, organization development, and diversity training.</p>	<p>The main aim of the course is to underline the assumption of training and development, research to establish needs, natures of programs, and seminar in conducting a training and development session, and assessment of programs. The overarching objective of this course is for each student to learn how to assess, develop, carry out, and evaluate a training program. To get to this objective, we will review the field of training and development, as well as the broader area of human resource development (HRD).</p>

<p><b>HRM 410 Industrial Relations and Labor Laws</b> Core Course</p>	
Course Description	Course Objectives
<p>This course serves as an introduction to the field of industrial relations. Students will learn about the history of the field and of labor unions. The main aim of this course is to introduce students to the theories, institutions, and practices of Industrial Relations. The course examines the role and objectives of the main actors in employment relations – employers, employees, and trade unions, and the government, and their interactions in collective bargaining, employee involvement/participation, conflict resolution and expression, and the termination of the employment relationship.</p>	<p>To introduce students to the terminology, history, and models of the global as well as UAE industrial relations system and to provide tools and other resources for students who will be pursuing further instruction and research in industrial relations. By the end of the course, you should have an understanding of the key participants in any industrial relations system – workers, employers, trade unions, employer organizations, and the state – and how they interact, sometimes cooperatively and sometimes in conflict. Adopting a robust and critical approach, our discussions will always seek to assess how this wider context affects the perennial concerns of managers and employees in their day-to-day activities in the workplace.</p>

<p><b>HRM 415 Strategic Global Human Resource Management</b></p>
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Core Course	
Course Description	Course Objectives
<p>The Strategic Global Human Resources Management (SHRM) course posits that money, materials and machines are meaningless without the wise use of the single most critical component of productivity: people. This course introduces the strategic perspective to be taken in harnessing the human resources of an organization. More particularly, the course focuses on the strategic roles which the Human Resources function and professionals play in creating value and delivering results to their respective organizations.</p>	<p>It is designed to acquaint the learners with the tools &amp; techniques essential as a strategic contribution of HRM to organizational growth. Drivers for internationalization and the choices businesses have to organize their international operations. Various cultural, legal and labor relations contexts. The impact of business internationalization on strategic HRM and its various functions, including HR planning, recruitment &amp; selection, training &amp; development, compensation management, performance management, safety &amp; health and employee relations.</p>

<b>HRM 373 Special Topics in HRM</b> Elective	
Course Description	Course Objectives
<p>This course is to discuss important issues and roles of HRM in the current and future business world and economy. After completing the course, the students are expected to understand the topics, analyze the implications of business and economic changes to Human resource and vice versa; and give opinion and make decisions related to the issues. This is an upper level, advanced course, and will be conducted as a seminar. This means that each of you will be expected to contribute to class discussion on a regular basis</p>	<p>To select and focus on Human Resource topics of a timely nature or special interest. The special HR topics covered in this course are determined as deemed appropriate and are not necessarily the same from term to term.</p>

<b>HRM 390 Essential Leadership Skills for Managers</b> Elective	
Course Description	Course Objectives
<p>The course introduces various theoretical concepts associated with the leadership phenomenon and explores the practical implications of these for work placed practitioners. Leading change and influencing through communication will be covered, with an emphasis being placed on the multicultural and ethical issues that can impact on leadership practices.</p>	<p>The course introduces various theoretical concepts associated with leadership and to explore the wider practical implications within a changing and a diverse work environment. At the end of the course students will be able to define leadership and contrast leadership with management; and understand the contemporary organizational leadership needs for managers in the 21 st century.</p>

<b>HRM 420 Human Resource Management in the Public Sector</b> Elective	
Course Description	Course Objectives
<p>The course will provide you with a foundation of knowledge of human resource methods and practices from the perspective of managers and HR practitioners. You will gain unique perspective that is public sector specific through current, real-life examples from an experienced public sector HR manager. Additionally, this course will help you develop critical analysis skills by encouraging you to deconstruct policies and positions, understand opposing viewpoints, and communicate a position with reference to the Labour Laws in UAE and Gulf region. This course also helps you to develop an understanding of the public sector employment conditions in UAE.</p>	<p>The purpose of this course is to provide you with an understanding of fundamental critical issues, concepts, and functions of human resources for the public sector, though directly and wholly relevant to not-for-profit and private sectors as well. The intent, in part, is to improve your chances of success in the workplace through understanding of the business practice and regulatory factors that influence and direct the personnel actions of employers Upon course completion, students are able to explain a broad spectrum of core Human Resource Management (HRM) principles with public sector emphasis, implement and apply many of those principles, evaluate the practical and legal implications of HRM practices, and differentiate the career relevance for employees, managers, and HR practitioners with special reference to UAE and Gulf Regions.</p>

## 14. PLO-CLO MAP BY COURSE

HRM 201 Human Resources Planning and Development									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1	1								
K2		2							
S1				3		5			
S2								6	
C1									
C2							4		
C3									

HRM 301 Managing Recruitment, Selection, and Induction									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1			2						
K2									
S1				3			5		
S2								4	
C1									
C2							5		
C3					4				6

HRM 303 Organizational Development and Change									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1			2						
K2		3							
S1				5				5	
S2		4					4		
C1									6
C2									
C3									

HRM 304 Compensation Management									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1		2							
S1	1								
S2				4			3		
C1									
C2						5			5
C3								6	

HRM 310 Performance Appraisal									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1			2						
K2									
S1				4				4	
S2		1				1			
C1							5		5
C2						6			6
C3									

HRM 331 Human Resources Information Systems									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1				1					
K2			2		2				
S1				5				5	
S2						2			
C1							5		5
C2									
C3									

HRM 401 Training and Development									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1			2						
K2	1				2			5	
S1									4
S2									
C1									
C2									
C3								5	

HRM 410 Industrial Relations and Labor Law									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1			1						
K2				4				4	
S1						2	2		
S2						2			
C1								6	6
C2									
C3									

HRM 415 Strategic Global Human Resource Management									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1	2								



K2					3				
S1							4		
S2				5					
C1						6			
C2								5	
C3									6

HRM 373 Special Topics in HRM									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1	1					1			
K2		2			3				
S1			2	4	3				
S2				4	3				
C1		2				5			
C2						5			
C3				3	4		6		

HRM 390 Essential Leadership Skills for Managers									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1	1		2						
K2		2							
S1				3					
S2				3	4				
C1							5		
C2						5		5	
C3							6	6	6

HRM 420 Human Resource Management in the Public Section									
	A1	A2	A3	B1	B2	C1	C21	C22	C3
K1	1	2	2						
K2			2						
S1				3	4				
S2					4				
C1						5			
C2								5	
C3									6