

Evaluating the Curriculum of Economic Management to Meet the Development Requirements at National Academy of Public Administration

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Abstract

Evaluating the content of the curriculum of economic management in order to serve the adjustment and development of curriculum, renewing the training in the field of Economic Management is one of the key tasks in the development strategy of the National Academy of Public Administration in the period of 2023-2030. In recent years, the economic management industry is one of the industries with a high degree of attracting human resources. The curriculum of Economic Management has been introduced into the organization to teach for 3 courses, has undergone 2 major training program development times from the annual training program to the academic program according to the credit studying curriculum. Through the process of organizing and implementing the curriculum, it will show positive results, besides, it will also show negative and limited results. The assessment of the current status of the Economic Management curriculum will be an important basis in the adjustment and development the curriculum of the Faculty of Economic Management and the University in the coming time.

Keywords: The curriculum, the curriculum of economic management, evaluating the curriculum of economic management, National Academy of Public Administration, Vietnam.

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1. EVALUATING THE CONTENT OF THE ECONOMIC MANAGEMENT CURRICULUM PROGRAM AT THE NATIONAL ACADEMY OF PUBLIC ADMINISTRATION

1.1. Introduction about the Credit Studying Economic Management Training Program

Introduction to the undergraduate curriculum of Economic Management under the credit system:

Objectives of the Curriculum: The undergraduate Economic Management curriculum aims to train bachelor's degree graduates in economic management with political qualities, professional ethics, and good health. Good, master professional knowledge on human resource management, have proficient skills, have the ability to work independently, have a firm and creative bravery, solve professional problems related to content of the curriculum.

Content of the Curriculum: The total number of units required to study is: 125 credits (excluding the knowledge of Physical Education and Defense Education), in which:

- I. General education knowledge block: 45 credits.
- II. Industry knowledge block: 24 credits.
- III. Specialized knowledge block: 46 credits.
- IV. Graduation internship knowledge block: 5 credits.

- V. Thesis or alternative modules: 5 credits.

Form of Organization and Implementation of the Curriculum: The form of university level training under the credit system. The curriculum is organized in credit classes, taught each year 3 to 4 semesters, including 2 main semesters, 2 sub-semesters. Students who accumulate enough credits are allowed to graduate, the training period is from 3 years to less than 6 years (depending on the student's learning ability). The training program is divided into two groups of compulsory knowledge and elective knowledge so that students can maximize their learning and research abilities. The training program is developed for each course with different adjustments to ensure it is suitable for the actual situation at the Academy.

1.2. Criteria for Evaluating the Content of the Curriculum of Economic Management by Credit

1.1.1. Evaluation of the Objectives and Output Standards of the Economic Management Curriculum under the Credit Institution

Based on the training objectives and curriculum of the Economic Management major, conduct a survey of learners based on the modules

included in the curriculum; course duration and course location are designed in each semester; detailed goals that students will achieve after graduation. Conducted a survey using a questionnaire of 376 undergraduate students majoring in Economic Management, course K1, K2, K3 of the National Academy of Public Administration with the criteria built in the

questionnaire including “Objectives of the curriculum of Economic Management; Structure of the curriculum; Content of the curriculum; Output standards of the Economic Management curriculum...Evaluating the outputs achieved by students of the Economic Management major, the statistical results are shown in the following table:

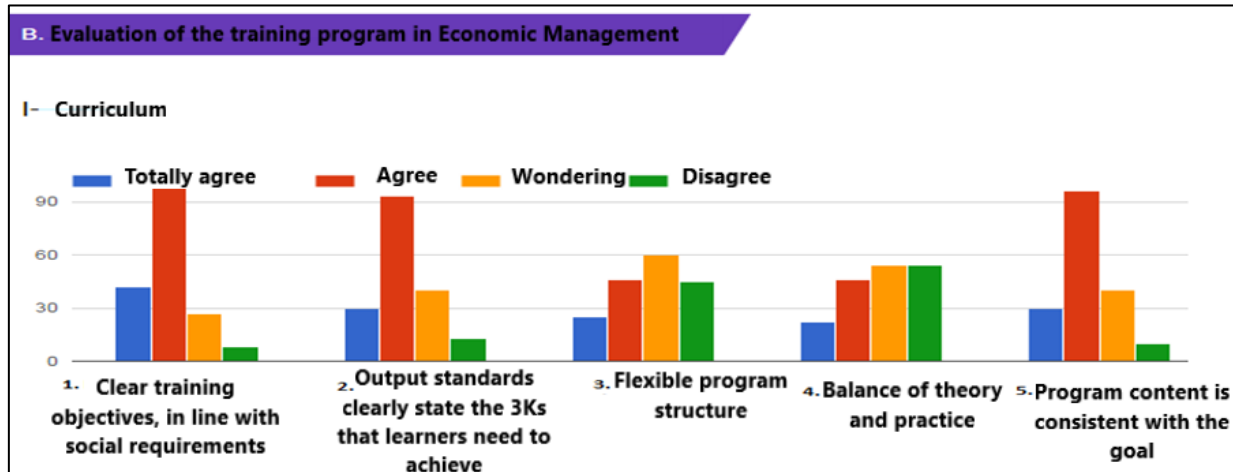


Chart 1: Survey results on the objectives and output of the curriculum

Looking at the statistical results, we see that up to 78.83% of students agree with the goals and curriculum of the Economic Management major by credit system; 21.17% of students think that training program objectives need to be improved, of which 4.44% of students disagree with the industry’s objectives and curriculum designed. Also according to the survey results, the level of agreement and completely agree with the outputs of the curriculum is 68.3%, the level of confusion and disagreement with the outputs of the industry is quite high, up to 68.3% - 31.7%.

The most remarkable thing in this research result is that the structure of the curriculum and the balance between theory and practice in the curriculum is the weakest. The degree of showing the unreasonableness in the structure of the curriculum for the Economic Management sector is up to 58.33% and the rate that there is an unreasonableness between theory and practice in the training program of the

Management major in economic management is also an alarming figure.

1.1.2. Evaluation of the Quality of Lecturers Carrying the Curriculum in Economic Management

The qualifications and pedagogical capacity of the teaching staff are reflected in the academic titles, degrees, degrees, certificates, knowledge, understanding, teaching and management skills of the faculty in the Faculty. Economic Management aims to create value, contributing to improving the training quality of the Economic Management major at the Academy. Based on the size, professional qualifications, and teaching management capacity of the lecturers of the Faculty of Economic Management, a survey of learners is conducted based on the factors belonging to the academic titles and academic degrees of the lecturers, factors related to pedagogical competence of lecturers, factors related to gender of lecturers, factors of openness, level of objective assessment of lecturers towards students..., with survey results close below.

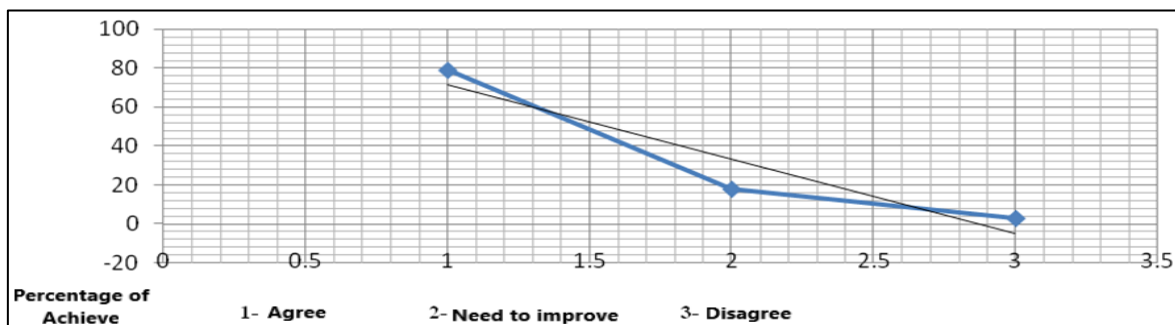


Chart 2: Survey results on teaching quality of lecturers of Faculty of Economic Management

Statistical results show that up to 80% of students agree with the capacity and teaching management level of lecturers in the Faculty, 18% of students have the opinion that this indicator needs to be improved in lecturers, 2% students disagree with the criteria of capacity and qualifications of lecturers participating in teaching and management at the Faculty. Thus, in general, lecturers of the Faculty are considered to be open-minded and have good expertise, but it is also necessary to pay attention to the rate of 20% of the opinions that need to further improve the skills and qualifications of the lecturers. Therefore, the faculty of the Faculty needs to further strengthen their teaching skills and the interaction between students and teachers to achieve the Academy's teaching and training goals.

1.1.3. Evaluation of the Degree of Connection and Linkage of the Curriculum of Economic Management of the National Academy of Public Administration

In the stage of developing the curriculum for the undergraduate economic management major, the National Academy of Public Administration has built its own curriculum for the economic management major on the basis of the curriculum framework provided by the Ministry of Education and Training. Accordingly, there are more than 40% of the general knowledge, 60% of the basic and specialized knowledge similar to other training schools in the field of Economic Management, with the orientation of Administration - Internal Affairs. This is also a requirement of ensuring the hard curriculum framework of the Ministry of Education and Training, in addition, the Academy has taken into account the industry's connectivity and linkage in training with training institutions inside and outside of our country.

Accordingly, university graduates majoring in Economic Management of the Academy will continue to study at higher levels (masters, doctorates) at the Academy or schools with the same training in Economic Management in the domestic and foreign. In addition, in the past few years, the Academy has initially used the undergraduate Economic Management curriculum as a basis for signing training cooperation agreements with domestic training institutions such as Lion University of France, Niagara University of the US, South Korea University on joint training in the field of economic management...

1.1.4. About the Administration and Management of the Economic Management Curriculum under the Credit Institution

At the National Academy of Public Administration, when implementing the credit-based

Economic Management curriculum, the common difficulty is that the management work in credit-based training is very complicated. If in annual training, students study according to a common plan according to the arrangement of the school, in credit-based training, each student has a separate study plan, so the organization and management training is very complex. Students also have to spend a lot of time planning their studies, registering for courses, adjusting their plans and registering for additional courses. Due to limited resources: lecturers, classrooms, time funds, etc., the school has not really met the needs of learners such as allowing students to actively register for courses and arrange courses. The schedule for credit classes is also difficult. Training according to the credit system requires reducing class time, increasing students' self-study and self-study time. With this feature, students will have more autonomy time. This is an opportunity for students to study two disciplines in parallel, learn more foreign languages, computer science or get a part-time job. However, this characteristic can also lead to students not making good use of their time outside of class time and poor academic quality.

1.1.5. Students' Awareness and Credit-based Learning Skills

In general, students' awareness and skills about training under the credit system are still limited. Switching to credit-based learning, however, students are still not used to working independently, still rely on academic advisors and class staff to capture information of the school, so many students are not really active in planning their own learning.

According to the survey results, the self-study time corresponds to 1 hour of classroom study, the number of students' opinions that only 1 hour of self-study is 8.8%; the number of opinions that need 2 hours of self-study at home is 45.9%; the number of opinions that need to spend 3 hours self-study is 29.8%; The number of opinions that need 4 hours of self-study is 11.5%, others are 4%. However, through actual assessment, the fact that students use their self-study time at home to ensure their learning in class is almost always students who do very little self-study at home. Still according to the habit, go to class to listen to lectures and receive lessons from the teacher himself. Therefore, the quality of training is also significantly reduced. Regarding the time students spend on self-study each day, the rate of self-study time over 6 hours is 0.2%; from 5-6 hours of self-study is 5.5%; from 4-5 hours of self-study is 12.6%; from 3-4 hours of self-study is 48.0%; from 1-2 hours of self-study is 30.0%; less than 1 hour of self-study is 3.8%. Thus, most students still use their time, self-studying below the prescribed level in learning credits.

1.1.6. Evaluation of the Balance in the Structure of the Economic Management Curriculum at the National Academy of Public Administration

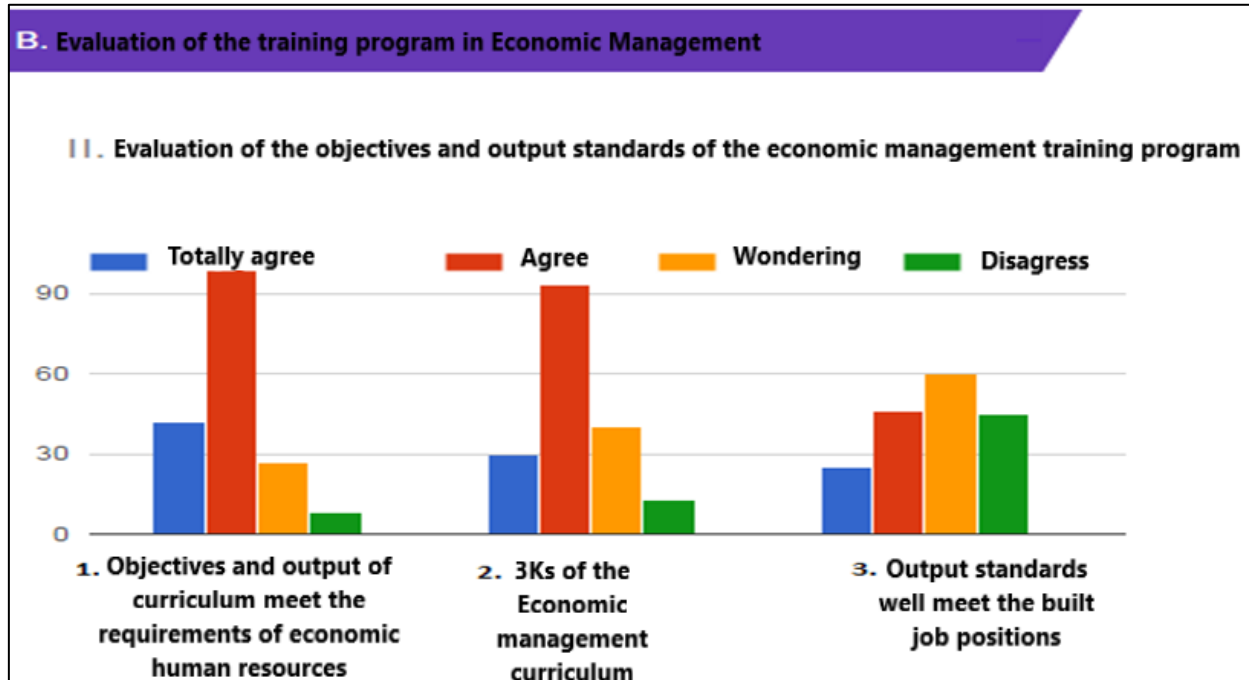


Chart 3: Results on the balance in the structure of curriculum in Economic Management

Based on Chart 3, the National Academy of Public Administration’s Economic Management curriculum is designed into 4 groups with a percentage of 30% of general knowledge; 25% of basic industry knowledge; 45% of specialized knowledge is said to be distributed in such a framework that is balanced, providing the right amount of knowledge and skills, necessary for learners in the right major, human

resource management, and having be specific of the Administration - Home Affairs sector, while ensuring the connectivity between the industry group and the sector in the training process.

1.1.7. Assess the Necessity of the Modules in the Economic Management Curriculum

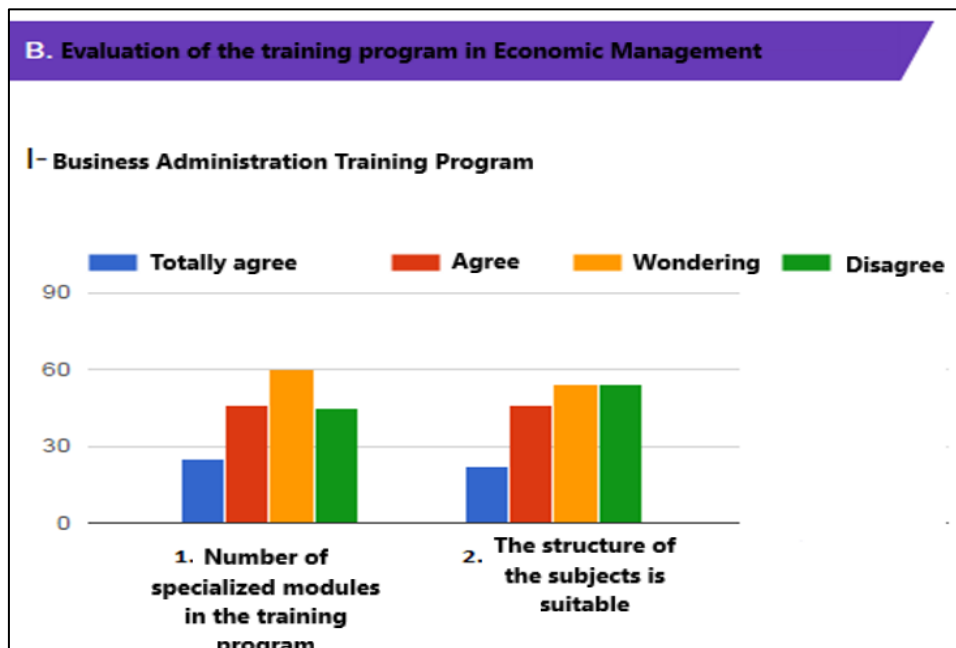


Chart 4: Relevance of the modules in the Economic Management curriculum

Each school year, the modules in the framework are adjusted annually, however, according to the regulations of the Academy, not more than 20%. Accordingly, the authors surveyed 376 students about

the necessity of the modules in the content of the Economic Management curriculum. The results are listed as follows:

Table 1: Specialized Subjects of the Curriculum in Economic Management

Subjects	Percentage (%)			
	Very necessary	Necessary	Less necessary	Unnecessary
1. Economics	20,45	56,82	17,61	5,11
2. Environment and development	15,34	36,93	38,64	9,09
3. Philosophy	17,22	43,89	28,33	8,33
4. Scientific research method	33,89	50,56	12,22	0,5
5. History of economic theories	21,11	46,11	25	5,56
6. Economic law	40,91	48,89	9,1	0
7. Economic management	13,63	36,93	38,07	11,36
8. State management of the economy	15,91	43,18	34,09	6,82
9. Econometric	38,64	51,14	9,09	1,14
10. Commercial economy	38,07	51,14	9,66	1,14
11. Financial economics	7,95	22,73	43,34	25
12. Economic Investment	9,66	22,72	44,89	22,72
13. Economic development	18,75	34,66	35,22	11,36
14. International economy	57,39	37,5	4,55	0
15. Other specialized subjects	>50%		<50%	

Based on the practical situation of the National Academy of Public Administration and based on the survey opinions and suggestions to adjust and complete the curriculum of economic management under the credit institution. only. In the academic year 2019-2020, the Faculty of Economic Management has developed and adjusted a number of course outlines of the Economic Management curriculum according to the output standards suitable for the credit training system. Basically, the course outlines are built on the basis of the content of the previously completed course outline and according to the guidelines for developing the course outline in accordance with the credit-based training method. The vast majority of course outlines meet the requirements of providing complete and accurate information about the course, in accordance with the credit-based training method, approaching international standards, and feasible in conditions by the National Academy of Public Administration. However, looking at the above survey results, we can see that there are many subjects that students think are not necessary or have little relevance to Economic Management in the Academy’s curriculum should be

considered in cutting or adjusting the curriculum to be more effective, such as general aesthetics, Vietnamese cultural foundations, world history, and Vietnamese history, and requires adding a number of necessary courses. Such as Business Administration, Market Analysis, Human Resource Management, Labor Economics...

1.1.8. Evaluation of facilities for curriculum of Economic Management

Currently, with limited classroom funds for credit study, it has basically met the number of classrooms needed for training. The classrooms in the National Academy of Public Administration have a utilization efficiency of more than 80%. However, in order to organize the more effective implementation of the credit based Economic Management curriculum, the Academy needs a reasonable financial strategy for infrastructure investment in the short and long term. From there, it has its own solution to mobilize all individuals and groups to participate in the development of the Academy’s training quality.

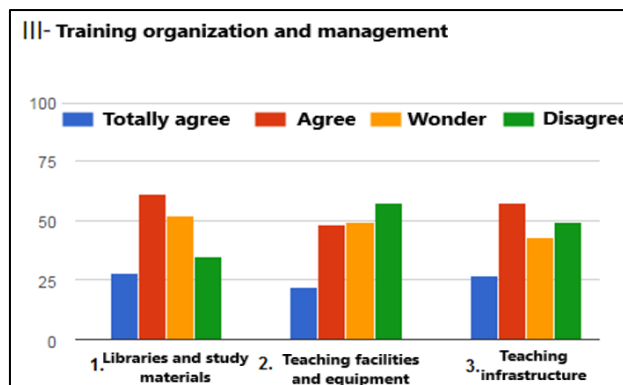


Chart 5: Survey results on teaching facilities and infrastructure for credit teaching

Through the diagram, we can see that the level of agreement and disagreement about the 3 criteria of the library, teaching facilities and infrastructure for credit teaching at Academy are nearly equal, reaching about 50 % request. This shows that the Academy’s infrastructure and teaching equipment are still lacking and it is necessary to continue to upgrade classrooms in the direction of comfort to meet the needs of teaching in a positive way; ensure a rich system of learning materials for students to have learning, research and reference materials.

Subjects	Percentage (%)			
	Very necessary	Necessary	Less necessary	Unnecessary
1. Vietnamese cultural establishment	13,63	36,93	38,07	11,36
2. General Aesthetics	7,95	22,73	43,34	25
3. World Civilization History	9,66	22,72	44,89	22,72
4. Vietnam history	18,75	34,66	35,23	11,36

Through the statistical results, we can see that, for the above courses, learners all rated the level of necessity below 50% of the opinion. In fact, in the above courses, the degree of adaptation between the course content and the training major in Economic Management is quite different, so it is necessary to adjust the curriculum to suit the requirements of the industry.

2. Suggestions and Suggestions for the Development of the Economic Management curriculum

2.1. Adjust some Low-Necessary Subjects to Suit the Major in Economic Management

With the survey results on the necessity of the modules in the Economic Management curriculum of the Academy, there are a number of subjects that are less suitable for the major, which are evaluated by students as follows:

2.2. Include a Number of Necessary Modules in the Economic Management Curriculum

In addition, the modules are currently not being taught and there are many necessary ideas to put into teaching, namely: Circular Economy, Economic policy, Green Economy, Labor Economy, Market Analysis ...

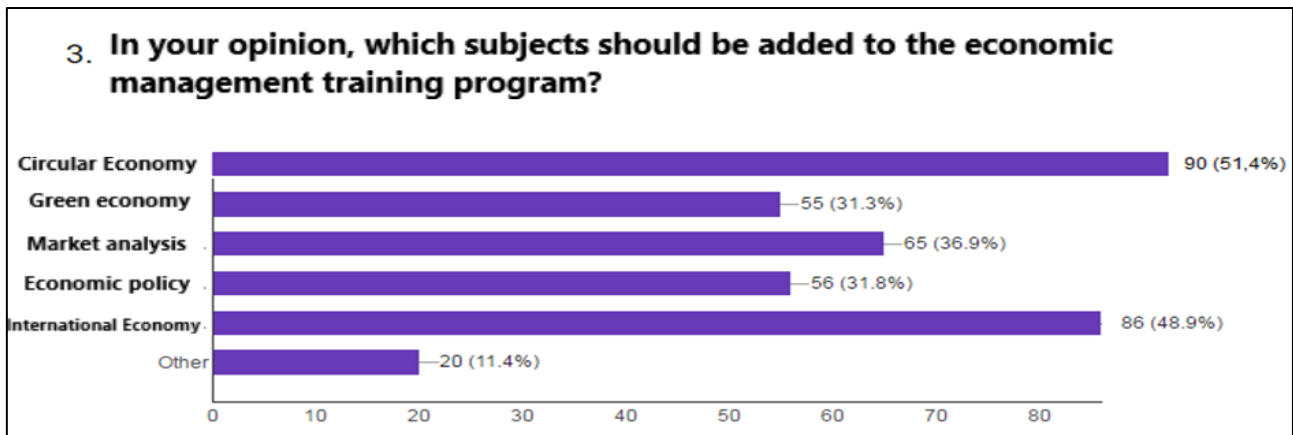


Chart 5: The results of the survey of the modules that need to be added to the Economic Management curriculum

2.3. Adjust the duration of some modules to achieve the objectives of the Economic Management curriculum

In the content of the modules in the curriculum, in fact during the teaching process, as a teaching staff myself, I find it necessary to adjust the duration of some modules to increase or decrease in order to in accordance with the teaching content of the module in order to achieve the course objectives and the objectives of the curriculum, specifically:

The Economics module is combined from 2 modules of Microeconomics and Macroeconomics with the normal number of lessons up to 120 hours, but in

the curriculum of the University, it is only designed to teach 2 credits, equivalent to 30 hours. This shows that the level of compatibility of the teaching time with the teaching content of the course cannot be guaranteed...

2.4. Improve Teaching Methods of Lecturers, towards International Standards

In addition, the National Academy of Public Administration needs to improve the research capacity of its lecturers towards the international level, through fostering theoretical and practical knowledge in the field of research; equip, consolidate and supplement analysis and research methods; capacity development through supporting and encouraging participation in

research projects, international seminars. At the same time, the National Academy of Public Administration should have a reasonable remuneration regime for lecturers - the core staff of the Academy in order to create the most favorable conditions for lecturers to improve their work efficiency to encourage, attract and retain capable, qualified, enthusiastic and passionate people.

2.5. Consider Implementing a Number of Requirements for Developing of Curriculum of Economic Management

Developing economic management curriculum associated with actual activities of enterprises and state organizations through internship programs and practical subjects. The internship program must create conditions for students to actually work to apply their acquired knowledge and gain experience and skills. Building a regular network of connections between the Faculty and businesses to exchange knowledge, experience as well as career bridges for students. When businesses have a need for students to do internships or part-time jobs, they can go through the Faculty to select and introduce suitable candidates.

To build joint programs with prestigious economic universities in domestic and international training of economic human resources. Allow students to study a number of credits at other schools to facilitate training links, reduce costs and time in learning credits for students. Training students in International Economic Management to ensure human resources can freely move labor in the region and around the world. Therefore, it is necessary to further improve the implementation and development of curriculum of the

industry towards international linkages, which is really an important and urgent requirement.

3. CONCLUSION

From the results of the evaluation and analysis above, we can see that, although the content of the curriculum of Economic Management of the National Academy of Public Administration has achieved achievements, there have been significant innovations in training of Economic Management sector. However, the quality of training in the industry is still limited. A proper assessment of the current state of the content of the curriculum for the economic management major of the industry in service of the construction, improvement of innovation and development of the training program for the industry in the coming time is extremely necessary to help the Faculty and the Academy to further promote quality of higher education in the future.

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