DELIVERABLE 2.2

WP – MANAGEMENT PLATFORM

MODEL FOR THE ANALISYS OF A DEGREE PROGRAMME AND ITS QUALITY MONITORING

ACCORDING TO A STUDENT-CENTRED APPROACH TAILORMADE FOR MYANMAR UNIVERSITIES

1. **University: Dagon University**

2. Department: Archaeology Department

3. Name of the Degree Programme: BA(Archaeology)

4. Level of the Degree Programme (BA or MASTER): Undergraduate

5. Total number of Course Units in the Degree Programme: 25

6. Amount of teaching hours for each Course Unit in the Degree Programme: 5 hours per week for core course, 4 hours per week for elective
course

7. Total number of students of the Degree Programme: 850 students

8. Number of teaching staff: 26

9. Composition of teaching staff (from assistant lecturer to professors): assistant lecturer, lecturer and associate professor

Tutor	Assistant Lecturer	Lecturer	Associate Professor	Professor	total
2	9	12	2	1	26

10.Teachers' workload (es. how many course units can hold one teacher? how many hours of lessons in one semester/year for one teacher?):

See: Attached Schedule for individual workload list.

11. Goals of the programme (as it is now in the programme description published in the website):

To document and explain the origins and development of human culture To understand culture history, chronicle cultural evolution To study human behavior and ecology, for both prehistoric and historic societies

12. Key Degree Programme competences

By competence we mean a quality, ability, capacity or skill that is developed by and that belongs to the student.

Tips for writing:

Please identify generic and specific competences for the Degree Programme. The competences should reflect an area of capability in relation to the identified level (e.g. Bachelor, Master).

You can check a possible list of generic competences here:
http://www.unideusto.org/tuningeu/competences/generic.html

For specific competences, you can check here:
http://www.unideusto.org/tuningeu/competences/specific.html

Doing this excise, please consider, identify, and describe the potential fields in which your graduates may typically find employment in Myanmar. Don't forget to identify the programme's contribution to develop citizenship and personal culture of a graduate.

Generic:

1. Ability to undertake research at an appropriate level

2. Ability to work in a team

3. Knowledge and understanding of the subject area and understanding of the profession

4. Commitment to the conservation of the ancient monuments and artefacts

5. Ability for abstract thinking, analysis and synthesis

6. knowledge of the ability to use specific tools to study sources (for example, palaeography, epigraphy)

7. Archeological and historical knowledge upon how to conserve the National Heritage

Subject specific:
   1. Awareness of Archaeology, Theory and practices, museology and conservation
   2. Knowledge of the terminology of Archaeology.
   3. Knowledge of ancient language
   4. Knowledge of the prehistory, protohistory and history
   5. Ability to communicate historical knowledge to a broader public
   6. Ability to use appropriate methodologies for locating, dating, attributing and interpreting primary material sources.
   7. Knowledge of the cultural contexts within which creativity, innovation and influence are exercised and interpreted.
   8. Knowledge of local and regional history

13. Degree Programme learning outcomes (PLO)

Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of learning.

Tips for writing:

1) Incorporate or reflect the institutional and departmental missions;
2) Check whether learning outcomes meet the requirements/standards or expectation of board requirements, benchmark statements and other external reference points;
3) Make sure that they address all the competences you want to develop;
4) Concentrate on overarching knowledge and skills of the programme rather than an individual course unit;
5) Focus on what you expect your graduates to learn as a result of their study experience in terms of knowledge, abilities and attitudes;
6) Make sure that learning outcomes are in line with the courses in the programmes and you have the means to reach them. Note any gaps or areas for improvement.

1. Got the knowledge of the earliest periods of ancient people of Myanmar

2. To produce the Site Museum, Function of Museum and Management

3. Knowing detailed knowledge of prehistoric period, Protohistoric period and Historical period.

4. To implement the Cultures of Beikthano, Halin, SriKsetra and other Pyu, Mon, Rakhine and Bagan ancient cities

5. Got the knowledge of ancient languages (for example, Pyu scripts, Sanskrit, Bhrame scripts etc.)

14. Course Unit learning outcomes

Tips for writing:

1) Include all the courses units of the programme.
2) Construct appropriate learning outcomes at course unit level, bearing in mind how these might combine to fulfil a Programme learning outcomes and how they will be achieved. Be particularly aware of where, and how, Generic competences are addressed;
3) Limit course learning outcomes to 5-8 statements;
4) Focus on overarching knowledge/skills, not on the details that are central to the course (look at course goals);
5) Make sure that statements are student-centred;
6) Focus on the results and not activities.

Course Unit Title	Course Unit Learning Outcomes
Prehistoric Archaeology in Myanmar	-To understand the Geographical and geological background of Ancient Myanmar, the relevant regions
	- To study the Pondaungia Cotteri and Amphipithecus Mongaungensis
	- To denote the Palaeolithic sites and Neolithic sites in Myanmar
Protohistoric and early Historical Archaeology in Myanmar	- To learn the ancient Pyu cities, early Mon civilization and Rakhine civilization in Myanmar
	- To understand the history of Bagan and Art and Architecture of Bagan's ancient monuments
	- To know the architectural linkage between Pre- Bagan and Pyu
	- To understand the Protohistoric and early Historical Archaeological sites in Myanmar

15. Students' learning approaches, teaching approaches and assessment methods

Tips for writing:

Consider all Course Units and describe students activities (e.g. reading of assigned bibliography, participation in the seminars, presentation of information, working in groups, ….etc.), teaching approaches (lectures, seminars, excursions, …), and assessment methods separately. Describe them as they are now.

Course units names	Students' learning approaches	Teaching approaches	Assessment methods
Geographical and Geological background of Myanmar	Case Study, Team work Group Discussion Assignment and Presentation, e-library source	Reading before Lecture Demonstration with case Scenario Community Teaching Lecturing Research Seminar	Paper exam (80%) Discussion and Tutorial (20%) *Plan to take Credit to classwork (esp; assignment, group projects, case study, presentation) and extra curriculum activities, field work (70:30)
Pondaungia Cotteri and Amphipithecus Mogaungensis			
Palaeolithic and Neolithic Sites in Myanma			
The urbanization of society in Myanmar			
The cultural status of Beikthano, Pinle, Halin and SriKsetra			

16. Mapping Student Performance.

Tips for writing:

1) Provide the numbers/indicators as indicated in the table (students' enrollment and students' curriculum career). If it is not possible, just explain why in the „description of the data" column.
2) Provide a description of the data (es. student drop out), indicate the source (e.g. University's student records) and describe briefly how the data has been collected and stored (e.g. student's registration form and University's archives).

		Data	Description of the data				Source and information on how the data has been collected and stored
Students' enrollment data	N. of students enrolled (a. y.)	 • First year: n. 220 • Second year: n. 116 • Third year: n. 86 • Fourth year: n. 71	**Passed** 93 78 60 62	**Failed** 58 34 26 9	**Transfer** 55 2 - -	**Dropout** 14 2 - -	Students affairs of Administrative Department at Dagon University The reason for number difference between the number of passed students and enrolled students is that we add students who failed the previous year.
	Add at least one more available data about students' enrollment						

Students' career progression data	**Exams passed and average grade Assessment for Course:**
	Grade- 3.0
	         4.0
	         5.0
		• First year students:….
		N. : 93
		Average grade: 3.0
			Passed rate%
			
			52.54%
				Career%
				
				-			

		• Second year students N. : 78 Average grade: 3.0	**68.42%**	-	
		• Third year students N. : 60 Average grade: 3.0	**69.77%**	-	
		• Fourth year students N. : 62 Average grade: 3.5	**87.32%**	**13.82%**	

*Grade System in DU

No	Marks	Grade Points
1	75 and above	5
2	From 65 to 74	4
3	From 50 to 64	3
4	From 35 to 49	2
5	34 and below	1

17. How to create a satisfaction questionnaire for target groups.

Identitify specific issuse that you want to map (es. student's satisfaction of course teaching methods or teacher's workload or graduates employability)

TARGET	ISSUES	Questions
STUDENTS	Rare chance for participation in classwork because of having Big Class size:	Do you know the objectives of your course?
	Language Fluency of Teachers and classwork Activities:	Do the modules you have learned have connection to each other?
TEACHING STAFF	Big class size (1000 Students per class)	Can your course be applied in your real life?
	Teaching aids (power point); Insufficient Infrastructure;	Is your major subjects and Minor subjects related?
GRADUATES	Job security and career development Weak in job opportunity Rare opportunity to apply their degree in real life	Do you think the teaching methods for this course are student centered which arouse your critical thinking and creative skills? Do you have any plan to apply this course as your further profession?