



DELIVERABLE 2.2

WP – MANAGEMENT PLATFORM

**MODEL FOR THE ANALYSIS OF A DEGREE PROGRAMME AND ITS QUALITY MONITORING
ACCORDING TO A STUDENT-CENTRED APPROACH TAILORMADE FOR MYANMAR UNIVERSITIES**

1. University: Dagon University

2. Department: Department of History

3. Name of the Degree Programme: B.A

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

5. Total number of Course Units in the Degree Programme: 26

6. Amount of teaching hours for each Course Unit in the Degree Programme: 4 hours and 10 minutes per week for core course, 3 hours 20 minutes per week for elective course

7. Total number of students of the Degree Programme: 1327

8. Number of teaching staff: 64

9. Composition of teaching staff (from assistant lecturer to professors):

Tutor	Assistant Lecturer	Lecturer	Associate Professor	Professor	Total
5	7	46	4	2	64

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 train students with a local issues and foreign issues and to prepare for a historical career in their life
- To do researches with the needs of social organization, traditional culture and to facilitate and apply these outcome according to the local needs
- To raise and preserve the values of history, Myanmar literature and cultural heritage
- To analyze the awareness of differences in historical outlooks in various periods

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 exercise, 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. Capacity to learn and still up-to-date learning
4. Ability to search for, process and analyze information from a variety of sources
5. Capacity to generate new ideas (creativity)
6. Knowledge and understanding of the subject area and understanding of the profession
7. Ability to make reasoned decisions
8. Ability to motivate people and move toward common goals

Subject specific:

1. Ability to develop arguments concerning production processes, and concerning formal and functional ambitions and effects from close observation of artworks
2. Knowledge the cultural contexts within which creativity, innovation and influence are exercised and interpreted
3. Ability to understand the historian's importance to society as a keeper of the cultural heritage
4. Ability to evaluate the state of preservation of the artworks
5. Detailed knowledge of one or more historical periods
6. Ability to produce logical and structured narratives and arguments supported by relevant evidence and specialist literature
7. Awareness of historiography, theory and criticism, aesthetics, museology and conservation
8. Ability to use appropriate methodologies for locating, dating, attributing and interpreting primary material sources

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. To provide a broad training on the different aspects of working-up the civil service and setting-up a family-owned business in the country
2. To implement the pride and love for cultural heritage of the country
3. To get job opportunities in the fields of Research Department, National Museum and Non-governmental Organization
4. To cooperate in the excavations of the ancient cities concerning with Ancient Myanmar through the degree

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 results and not activities.

Course unit title	Course unit learning outcomes
Myanmar Historical Literature	-To apply those Documents in writing in his/her research works -To ascertain Myanmar historical literature that differed from other particular literature
	-To identify Myanmar political, cultural relation with neighboring countries -To evaluate change of social life and religious aspects -To know the inscription, palm leaf and parabaiks under Myanmar Kings
	-To explain the gradual growth of Myanmar Historical Literature -To analyze the Documents related to the court Ceremonies

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
Writing Materials	Group Works, Discussion, Seminars, Presentation, e-library resources, Tutorial	Research seminar, Reading before lecture, lecturing, excursion	Paper exam - 80% Discussion and Tutorial -20%
Documents dealing with court ceremonies			Plan to take credit to classwork (esp; group woks, presentation) (70:30)
Documents dealing with investiture of rank and insignia			And extra-curriculum activities (esp; Art Exhibition and Competition)
Documents dealing with Administration			

Documents on Economic History			
Documents dealing with Foreign Relations			
Accounts, Journals and Diaries			

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
			Passed	Failed	Transfer	Dropout	
Students' enrollment data	No. of students enrolled (a. y.)	<ul style="list-style-type: none"> • First year: n. 266 • Second year: n. 173 • Third year: n. 93 • Fourth year: n. 103 	149	72	26	19	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.
			74	79	23	4	
			64	28	1	-	
			80	22	-	1	

	<i>Add at least one more available data about students' enrollment</i>			
Students' career progression data	Exams passed and average grade		Passed rate%	Career%
	Assessment for Course:	<ul style="list-style-type: none"> • First year students:.... N. : 149 Average grade: 3.12 	62.08%	-
	Grade- 3.0	<ul style="list-style-type: none"> • Second year students N. : 74 Average grade: 3.0 	46.84%	-
	4.0	<ul style="list-style-type: none"> • Third year students N. : 64 Average grade: 3.24 	69.57%	-
	5.0	<ul style="list-style-type: none"> • Fourth year students N. : 80 Average grade: 3.2 	77.67%	20.52%

***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.

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

TARGET	ISSUES	Questions
STUDENTS	Big Class size (Over 100 students per class)	Do you know the objectives of your course?
	Insufficient Infrastructure	Do the modules you have learned have connection to each other?

TEACHING STAFF	Big Class size (Over 100 students per class) Teacher-student ratio	Can your course be applied in your real life?
	Teaching aids (power point) Insufficient Infrastructure	Do you think the teaching methods for base course are student centered which arouse your critical thinking and creative skills?
GRADUATES	job security and career development	Do the courses can fulfill/contribute your future career requirements?
	rare opportunity to apply their degree in real life	Do you have any idea on how you can apply the courses in your future career?