



***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 Law**

**3. Name of the Degree Programme: LL.B**

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

**5. Total number of Course Units in the Degree Programme: 29**

**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: 1800 Students**

**8. Number of teaching staff: 65**

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

<b>Tutor</b>	<b>Assistant Lecturer</b>	<b>Lecturer</b>	<b>Associate Professor</b>	<b>Professor</b>	<b>Total</b>
<b>2</b>	<b>23</b>	<b>37</b>	<b>1</b>	<b>2</b>	<b>65</b>

**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 educate them offering legal ethics, and professional lawyering abilities,
- \* To produce graduates who are full of legal knowledge and skill that can contribute to the community needs,
- \* To secure their future career through learning practice based education,
- \* To help and promote the fully implementation of Democracy in Myanmar through legal education

**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 apply, identify and solve problems with legal knowledge in practical situations.
2. Ability to take Team Works
3. Knowledge and understanding of the subject area and understanding of the profession
4. Ability to be critical and self-critical
5. Interpersonal and interaction skills through Community Teaching Programmes, Moot Court and Mock Trial, and Legal Information Center.
6. Ability to motivate people and move toward common goals

**Subject specific:**

1. Ability to critically analyze and understand legal theories and legal issues in a systematic way
2. Ability to solve the issues as a legal practitioner
3. Ability to communicate effectively with groups and individuals
4. Ability to design and implement the legal system which cover people with specific needs
5. Ability to contribute the Community with the knowledge of judicial and legal ethics
6. Commitment to the protection and conservation of the environment

**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 produce qualified legal scholars and practitioners who are excellent in academic work and community
2. To promote rule of law in our country and knowledge among the people by legal education
3. To give legal ethics and morality education
4. To train and promote the new generations of legal scholars and practitioners.

#### **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
Tourism Law	<ul style="list-style-type: none"> <li>- To understand positive or negative economic effect of tourism development</li> <li>- To know how to apply the hotel license and travel and tour license in Myanmar</li> <li>- To increase public awareness of the high value of ancient Monuments through legal education</li> <li>- To understand the protection and preservation of ancient monuments in conformity with the International Convention and Regional Agreement ratified by the State</li> <li>- To uplift hereditary pride and to cause dynamism of patriotic spirit by legal education</li> <li>-To have public awareness of the high value of antique objects</li> <li>-To carry out the protection and preservation of antique objects in line with international policy and commitments</li> <li>- To promote public awareness and will as to the high value of the protection and preservation of the cultural heritage regions</li> </ul>

## 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
<p><b><i>Sustainable Development of Tourism</i></b>                      *(focus on Hotel and Tourism Law 1993)                      * Rules and Regulations to Govern the Accreditation of Tourism Related Establishment</p>	<p>Case Study                      Team Work                      Group Discussion                      Assignment and Presentation                      e-library resources</p>	<p>Reading before Lecture                      Demonstration with case Scenario                      Community Teaching                      Lecturing                      Research Seminar</p>	<p>Paper exam (80%)                      Discussion and Tutorial (20%)                      *Plan to take Credit to classwork (esp; assignment, group projects, case study presentation, debate) and extra-curriculum activities (esp; Legal Information Center, Community Teaching and Moot Court, Field works) (60:40)</p>



<p><b><i>Cultural Tourism</i></b></p> <p>*(focus on Protection and Preservation of Ancient Monuments Law 2015, The Protection and Preservation of Antique Objects Law 2015, The Protection and Preservation of Cultural Heritage Regions Law 1998 and Environmental Law)</p>			
<p><b><i>Business Tourism</i></b></p> <p>*(Focus on Business Law)</p>			

**\* Teaching, Learning and Assessment methods are not so different in all course units.**

## **16. Mapping Student Performance.**

- 1) **Tips for writing:** 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
<b>Students' enrollment data</b>	N. of students enrolled (a. y.)	<ul style="list-style-type: none"> <li>• First year: n. 513</li> <li>• Second year: n. 366</li> <li>• Third year: n. 374</li> <li>• Fourth year: n. 323</li> <li>• Fifth year: n. 309</li> </ul>	Passed	Failed	Transfer	Dropout	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.
			357	87	32	37	
	<i>Add at least one more available data about students' enrollment</i>		321	33	4	8	
			290	80	4	-	
			290	27	2	4	
			290	18	-	1	
<b>Students' career progression data</b>	<b>Exams passed and average grade</b>		Passed rate%		Career%		
		<ul style="list-style-type: none"> <li>• First year students:.... N. : 357 Average grade: 3.5</li> </ul>	<b>80.41%</b>	-			
		<ul style="list-style-type: none"> <li>• Second year students N. : 321 Average grade: 3.8</li> </ul>	<b>87.70%</b>	-			
		<ul style="list-style-type: none"> <li>• Third year students N. : 290 Average grade: 3.8</li> </ul>	<b>79.37%</b>	-			

		<ul style="list-style-type: none"> <li>• Fourth year students N. : 290 Average grade: 4.0</li> <li>• Fifth year students N. : 290 Average grade: 4.0</li> </ul>	<p><b>91.48%</b></p> <p><b>94.16%</b></p>	<p>-</p> <p><b>25.54%</b></p>	
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**\*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
<b>STUDENTS</b>	Rare chance for participation in classwork because of having Big Class size:	Do you understand the objective of your course?  Do you think that your specialized modules connect with each other?
	Language Fluency of Teachers and classwork Activities:	Do you think that your specialized modules connect with other subjects?  Can your course really contributable to real life experience?
<b>TEACHING STAFF</b>	Big Class size (100 Students per class), difficult to take student-centered learning system:  Teacher-Student Ratio:	Whether Teaching methods are totally student-centered and enhance student participation or not?  Do teachers usually give well-prepared and perfect lecture?  How the teachers respond while asking questions? Do they answer patiently?
	Teaching aids (power point);  Insufficient Infrastructure;	Do teachers are punctual in class?  Do teachers equally treat all students?  Is there any assessment form or test or exercise for the lessons evaluation?

<b>GRADUATES</b>	Job security and career development	Do you have any idea on how you can apply the courses in your future career?  Do the courses can fulfill/contribute your future career requirements?  Do the courses learning outcomes can fulfill your expectations?
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