

***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:**

**2. Department:**

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

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

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

**6. Amount of teaching hours for each Course Unit in the Degree Programme:**

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

**8. Number of teaching staff:**

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

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

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

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**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.

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| **Generic:**1.2.…… |
| **Subject specific:**1.2. …… |

**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.

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| 1.2.  |

**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.

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| Course unit title | Course unit learning outcomes |
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**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.

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| Course Units Names | Students’ learning approaches | Teaching approaches | Assessment methods |
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**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).

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|  |  | **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.
* Second year: n.
* ….. year: n**.**
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| *Add at least one more available data about students’ enrollment* |  |  |  |
| **Students’ career progression data**  | **Exams passed and average grade**  | * First year students:….

N. :….Average grade:* Second year students:…

N. :….Average grade: |  |  |

**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)

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| **TARGET** | **ISSUES** | **Questions** |
| **STUDENTS** |  |  |
|  |  |
| **TEACHING STAFF** |  |  |
|  |  |
| **GRADUATES** |  |  |
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