

***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:** Yezin Agricultural University, Nay Pyi Taw, Myanmar

**2. Department:** All 13 Major Departments

**3. Name of the Degree Programme:** Undergraduate Programme with credit system

**4. Level of the Degree Programme (BA or MASTER):** B.Agr.Sc. Degree Programme; 5 years

**5. Total number of Course Units in the Degree Programme: 156 credits**

**6. Amount of teaching hours for each Course Unit in the Degree Programme:** 1 – 3 hrs per one course unit (depending on types of subjects)

**7. Total number of students of the Degree Programme:** 300 students will be enrolled in first semester and these will be divided into 7 major Departments in 5th Semester. Thus, 40 students will be studied Plant Breeding specialization

**8. Number of teaching staff:** Total 24 teaching staff for major Departments

**9. Composition of teaching staff (from assistant lecturer to professors): 4 Assistant Lecturers, 7 Lecturers, 4 Associate Professors, and 2 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?):** 1**-**3 course unit, 3-9 hours of lesson per week, 15 weeks of lectures per semester

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

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| To produce professional agriculturists leading the institutions in agricultural sector and who contribute to national and regional agriculture development |

**12. Key Degree Programme competences**

**Generic:**

1. Ability to communicate in a second language
2. Capacity to learn and stay up-to-date with learning
3. Ability to communicate both orally and through the written word in first language
4. Ability to be critical and self-critical
5. Ability to plan and manage time
6. Ability to show awareness of equal opportunities and gender issues
7. Capacity to generate new ideas (creativity)
8. Ability to search for, process and analyse information from a variety of sources
9. Commitment to safety
10. Ability to identify, pose and resolve problems
11. Ability to apply knowledge in practical situations
12. Ability to make reasoned decisions
13. Ability to undertake research at an appropriate level
14. Ability to work in a team
15. Knowledge and understanding of the subject area and understanding of the profession
16. Ability to work in an international context
17. Ability to act on the basis of ethical reasoning
18. Ability to communicate with non-experts of one’s field
19. Ability for abstract thinking, analysis and synthesis
20. Spirit of enterprise, ability to take initiative
21. Interpersonal and interaction skills
22. Ability to design and manage projects
23. Ability to act with social responsibility and civic awareness
24. Determination and perseverance in the tasks given and responsibilities taken
25. Appreciation of and respect for diversity and multiculturality
26. Ability to work autonomously
27. Skills in the use of information and communications technologies
28. Commitment to the conservation of the environment
29. Ability to adapt to and act in new situations
30. Ability to evaluate and maintain the quality of work produced
31. Ability to motivate people and move toward common goals

**Subject specific**:

1. Ability to understand and apply theories and practices as a basis for technology transfer
2. Ability to recognize and respond to the prevailing diversity in crops and its environment, location and geography, seasons and accompanying threats and advantages, and people’s education and cultures
3. Ability to do  appropriate applied research in different contexts
4. Ability to lead or coordinate a multidisciplinary team
5. Ability to understand processes of development and change in the community
6. Commitment to the progress and achievement of farming community
7. Ability to communicate effectively with groups and individuals
8. Ability to make use of information technology
9. Ability to identify potential connections between field problems and laboratory results
10. Ability to provide technology and awareness straight and precise
11. Awareness of the different contexts to solve a problem
12. Understanding of the structures and purposes of economics systems
13. Ability to consult about various agricultural issues and production skills
14. Ability to understand local and international trends in agriculture and be able to recognize their potential local implications
15. Ability to design and implement varied strategies, based on specific needs of farming communities

**13. Degree Programme learning outcomes (PLO)**

1. Learning skill development
2. Independent thinking and analytical outlook
3. Inculcation of the value of relevant, purposeful research
4. Master in modern research methodology
5. Correct interpretation skill of research results
6. Effective application of technologies and research output to increase of agricultural production and for rural development.

**14. Course Unit learning outcomes**

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| **Course unit title** | **Course unit learning outcomes** |
| **General Education (GE)**: Mathematics, Physics, Chemistry, Biology, English, Myanmar Literature (*each of 2 credit units*), Field Practical, Sports, Basic Computer Science and Library Use (*each of 1 credit unit*) | * Students are able to think, observe and reflect in any situation and respect social norms among differences. They are fit and well-structured physically to take up any following agriculture course and knowledge |
| **Specialized Education Subject (SE)**: Introductory to Agronomy, Plant Breeding, Physiology and Ecology, Soil and Water Science, Plant Pathology, Entomology and Zoology, Horticulture, Agricultural Economics, Agricultural Extension, Food Science, Agricultural Biotechnology, Agricultural Engineering, Animal Science and Agricultural Microbiology (*each of 2 credit units*) | * Students are well informed with these agriculture-related subjects before choosing their major subject of interest. This helps students do correct justification between their keen interest and what is popular thus making them excellent learners for the major they select. |
| **Core Subjects:**  **Agricultural Production**: General Agronomy of Field Crops, Principles of Plant Breeding, Plant Propagation, Fundamental of Agricultural Biotechnology, Principles of Food Processing Technology, Fundamental of Animal Nutrition, Engineering Drawing  **Agricultural Environment**: Soil Chemistry, Principles of Mycology and Fungal Diseases, General Agricultural Microbiology, Crop Pests and Their Control  **Social Science and Agricultural Economics**: Macroeconomic Theories and Policies, Principles of Agricultural Extension  (*each of 3 credit units*) | * Students become well-versed in the subjects according to the Core group they take. They are able to connect what they learned as major subject in their chosen specific Core with those taken as minor in another Core. This choice of core favors them in pursuing their detailed subjects and setting research topic for their succeeding special research project which requires distinctiveness. |
| **Detailed subject Groups:**  **Agronomy**: Integrated farming system, Biometrics, Field Crop Physiology, Postharvest Technology of Field Crops, Seed Technology, Agrometerology  **Plant Breeding, Physiology and Ecology**: Methods of Plant Breeding, Plant Growth and Development, Ecology and Sustainable Agriculture, Biometrical Analysis in Plant Breeding, Stress Physiology, Molecular Plant Breeding  **Soil and Water Science**: Mineral Nutrition, Soil Fertility Management and Evaluation, Fertilizer and Manure, Water Management, Fertility Management of Paddy Soil, Advanced Crop Water Management  **Plant Pathology**: Principles of Plant Bacteriology and Bacterial Diseases, Methods in Plant Pathology, Physiological Plant Pathology, Integrated Disease Management, Postharvest Disease and Control, Molecular Plant Pathology  **Entomology**: Insect Systematics, Insect Physiology, Insect Ecology, Biological Control of Insect Pests, Pesticides and Pesticides Application, Integrated Pest Management  **Horticulture**: Vegetable Science, Fruit Science, Floriculture, Postharvest Technology of Horticultural Crops, Nursery Management and Production, Protected Horticulture  **Agricultural Economics**: Farm Management, Agricultural Trade and Marketing, Socioeconomic Research Methodology, Survey Design, Time Series Analysis, Econometrics  **Animal Science**: Farm Animal Anatomy, Farm Animal Physiology, Crop-Livestock Farming System, Ruminant Production, Poultry Production, Swine Production  **Agricultural Engineering**: Strength of Materials, Farm Structure and Surveying, Farm Machinery, Internal Combustion Engine, Fluid Mechanics, Design of Machine Elements and CAD  **Agricultural Extension**: Theory and Principles of Education, Social Psychology, Research Method in Behavioral Science, Community Development, Participatory tools in development Studies, Entrepreneurship in Agriculture  **Agricultural Biotechnology**: Plant Molecular Biology, Environmental Biotechnology, Techniques in Molecular Biology, GMOs; Biosafety and Bioethics, Molecular Marker Technology, Food Biotechnology  **Food Science**: Processing of Agricultural Crops and Value Added Products, Milling and Processing of cereals, pulses and oilseeds, Food Handling Practices, Packaging, Transportation and Storage, Food Safety and Quality Food Management (I),Food Preservation and Additives, Laboratory Techniques in Food Analysis  **Agricultural Microbiology**: Detailed Microbiology 1, Detailed Microbiology 2, Detailed Microbiology 3, Detailed Microbiology 4, Detailed Microbiology 5, Detailed Microbiology 6 (*each of 3 credit units*) | * - Students become specialized learners in the respective agriculture major with the capacity of doing proper research and technological verification in their specialized fields. |

**\* detailed course is presented by separate sheet.**

**15. Students’ learning approaches, teaching approaches and assessment methods**

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| **Course Units Names** | **Students’ learning approaches** | **Teaching approaches** | **Assessment methods** |
| General Education | Reading assignment, group work, presentation and seminar attendance | Lectures, excursion, audio-visual clips, guest speakers | Assignment, Quiz, Presentation, regular written/oral exam, open book/take home exam |
| Selective subject | Reading assignment, group work, presentation and seminar attendance | Lectures, excursion, audio-visual clips, guest speakers | Assignment, Quiz, Presentation, regular written/oral exam, open book/take home exam |
| Specialized Education: Introduction to specialized subjects | Reading assignment, group work, presentation and seminar attendance, self-study | Lectures, excursion, audio-visual clips, special topics, guest speakers, laboratory | Assignment, Quiz, Presentation, regular written/oral exam, open book/take home exam |
| Core Subjects: | Reading assignment, group work, presentation and seminar attendance, self-study | Lectures, excursion, audio-visual clips, special topics, guest speakers, laboratory | Assignment, Quiz, Presentation, regular written/oral exam, open book/take home exam |
| Detailed subject Groups | Reading assignment, group work, presentation and seminar attendance, self-study | Lectures, excursion, audio-visual clips, special topics, guest speakers, laboratory | Assignment, Quiz, Presentation, regular written/oral exam, open book/take home exam |

**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. 300 * Second year: n. 300 * Third year: n**.** 400 * Fourth year: n. 400 * Final year: n. 400 (distributed according to their major of interest under 13 departments for specialization) | Yezin Agricultural University admit 300 students a year as freshmen at equal sex ratio. For third year, 100 outstanding students from State Agricultural Institutes are bridged to pursue bachelor degree and starting from that year, the number increases. | Data are available only in the Registrar’s Office in the Department of Students’ Affair and University Archive also in electronics format |
| **Students’ career progression data** | **Exams passed and average grade** | * Students number for each year: N/A   Average grade: B | Most are average students with the average grade of B which signifies Good even though there are rare cases of average grade A which signifies Excellent.  However, there are also cases of grade I, which is Incomplete and the students need to remove for graduation. | The Registrar shall prepare the semester report of the student’s performance during the semester for distribution to the student and Heads of Major and Minor departments concerned on request. Data are available only in the Registrar’s Office in the Department of Students’ Affair and University Archive also in electronics format |

**\*\* This program was started 2017-18 academic year and thus, there has only two year students.**

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

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| **TARGET** | **ISSUES** | **Questions** |
| **STUDENTS** | Teaching method | * What is the knowledge and expertise of your course instructor in the subject? * Does the instructor follow the prescribed curriculum? * Does the instructor focus on student attention? * Does the instructor present new materials clearly and logically? * Does the instructor provide opportunities for students to practice under direct supervision of the teacher or to practice independently? * Does the instructor put ideas across logically? * Does the instructor have accurate and up-to-date information? * Does the instructor make effective use of academic learning time? * Does the instructor Demonstrates ability to conduct lessons using a variety of methods? * Does the instructor student progress through a variety of appropriate evaluation techniques? * Does the instructor create a climate in which students display initiative and assume a personal responsibility for learning? |
| Assessment | * Does the instructor provide feedback on assignments as quickly as possible? * Does the instructor give written and oral comments, as well as points or scores? * Does the instructor interpret test results to students? * How would you rate the quality of feedback provided by grading? |
| **TEACHING STAFF** | Students’ Interest | * Do the students sustain interest throughout the course? * Do the students study or participate actively in activities in accordance with the course and instructions? * Do the students show courage to ask questions? * Are the students able to cooperate with classmates or independently? * Do the students demonstrate a keen interest of initiatives in new study? * Are the students able to suggest ideas and solutions to various ongoing problems that link to the subject? * Are the students able to communicate effectively with others and express himself clearly? |
| **GRADUATES** | Quality improvement | * What subject would you like to see offered more often? * What are the weaknesses of the Department? * What are the best courses taken in the Department, and what are your reasons for saying so? * What are the worst courses taken in the Department, and what are your reasons for saying so? * What recommendations do you have for improving the Department? * Were you well prepared for the job market from the university? * What is your level of importance being the graduate of YAU? |