



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: University of Yangon

2. Department: Department of History

3. Name of the Degree Programme: Postgraduate Diploma in Myanmar History and Culture

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

5. Total number of Course Units in the Degree Programme: 8 course units

6. Amount of teaching hours for each Course Unit in the Degree Programme: 48 teaching hours

7. Total number of students of the Degree Programme: 143

8. Number of teaching staff: 4 for teaching

4 for tutoring

9. Composition of teaching staff (from assistant lecturer to professors): 3 professors, 1 Retired Professor,

1 Assistance Lecturer, 3 lecturers

10. Teachers' workload (es. how many course units can hold one teacher? how many hours of lessons in one semester/year for one teacher?): one teaching professor takes 2 course unit in whole program. (48 teaching hours of lesson in one semester, 4 months)

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

- To produce human resources who pay respect to our community history and our culture and traditional history with the understand on thoroughly knowledge of Myanmar history and Myanmar culture.
- To contribute to society through the advancement of knowledge and learning in Myanmar history and Myanmar Culture.

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: At the end of the PGDMHC the attendees

1. to adapt the acquire knowledge in considering current problem and issue.
2. to generate new ideas in dealing with the culture and social value of Myanmar society.
3. to develop of cultural awareness.
4. to demonstrate intercultural communication skills and competence.
5. To conduct research at appropriate level.

Subject specific:

1. to identify the political changes and political culture of Myanmar.
2. to identify distinguished characteristic of Art and Architecture in Myanmar .
3. to apply cultural theory and practice.

4. to define the prominent ethnic culture.
5. to develop mutual understanding and harmony among ethnic people.
6. to interpret the diplomatic relations of Myanmar.

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 identify the diversity of political systems that influenced on society in Myanmar.
2. To contract the Myanmar Art and Architecture with global scope of culture.

3. To analyze the causes and effects of diplomatic relations.
4. To justify the distinguished characteristics of Myanmar Art and Architectural patterns.
5. To differentiate on tangible, intangible culture and cultural heritages of Myanmar.
6. To appraise the tradition, culture and customs of ethnic peoples in Myanmar.
7. To critic different foreign policies of Myanmar.
8. To evaluate the strategy of cultural and political relations of Myanmar with neighboring countries and world organizations.

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
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<p>History of Myanmar I, II Hist 511+ Hist 512</p> <ol style="list-style-type: none"> 1. Monarchical period (1044 - 1885) 2. British Colonial period(1886 – 1948) 3. Parliamentary period(1949-1962) 4. Myanmar socialist programme party period (1974-1988) 5. Military period (1988-2011) 6. Reform Period 	<p>To Identify the evolution of Myanmar political patterns.</p> <p>To Evaluate the impact of political system on social value and economic aspect of Myanmar.</p> <p>To Compare the causes and effects of democratic reforms.</p>
<p>Myanmar Art and Architecture I, II</p> <p>Hist 512+Hist 522</p> <ol style="list-style-type: none"> 1.Theory and Method of study in Art and Architecture 2. Types of Stupa 3. Types of Temple 4. Styles and symbol of Buddhist Art 5. Arts and Architecture in Pyu, Mon and Bagan 6. Arts and Architecture in Konbaung, Colony period 	<p>To distinguish Theory and Method of study in Art and Architecture.</p> <p>To Judge the different types of Stupa , temple and Buddha statue.</p> <p>To estimate the distinguish characteristic of art and architecture in Myanmar</p> <p>To compare and contrast on evolution of Myanmar art and architecture of Pyu , Mon, Bagan, Konbaung, Colonial period.</p>

<p>Cultural History of Myanmar I,II</p> <p>Hist 513+Hist 523</p> <ol style="list-style-type: none"> 1. Tangible culture 3. Intangible culture 4. Music, Folklore, Dances 5. Festivals 6. Performing arts 	<p>To analyses the cultural changes from time to time.</p> <p>To define the peculiar tangible and intangible cultural aspects of Myanmar and ethnic peoples.</p> <p>To appraise ethnic music, folklore and dances.</p> <p>To scrutinize the reason and procedure of ethnic festival.</p> <p>To distinguish characteristic of performing arts.</p>
<p>History of Myanmar Foreign Relations I, II</p> <p>Hist 514+ Hist 524</p> <ol style="list-style-type: none"> 1. Diplomatic relations theory 2. Myanmar foreign policy 3. Cultural Relations with neighbouring countries in Pyu, Bagan and Kounghaung Period 4. Sino-Myanmar relations 5. Indo – Myanmar relations 6. Relations with ASEAN 	<p>To classify the theories of diplomatic relations that impact on Myanmar foreign relations.</p> <p>To analyze the culture of foreign policy of Myanmar.</p> <p>To criticize the strategies of cultural relations of Myanmar with neighboring countries.</p> <p>To evaluate the relations of India and China.</p> <p>To justify the consideration of Myanmar foreign policy towards ASEAN.</p>

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
History of Myanmar I, II Hist 511+ Hist 512 <ol style="list-style-type: none"> 1. Monarchical period (1044 - 1885) 2. British Colonial period(1886 – 1948) 3. Parliamentary period(1949- 1962) 4. Myanmar socialist programme party period (1974-1988) 	Reading assigned bibliography, Participation in classroom Seminars, presentation of giving presentation participation in group work project writing	PowerPoint Lecturers, Seminars	Q & A at lecturers and attendance 5% Assignment 5% Tutorial 10% Project writing based on field work 10% Final examination 70%

<p>5. Military period (1988-2011) 6. Reform Period</p>			
<p>Myanmar Art and Architecture I, II Hist 512+Hist 522</p> <ol style="list-style-type: none"> 1.Theory and Method of study in Art and Architecture 2. Types of Stupa 3. Types of Temple 4. Styles and symbol of Buddhist Art 5. Arts and Architecture in Pyu, Mon and Bagan 6. Arts and Architecture in Konbaung, Colony period 	<p>Reading assigned bibliography, Participation in the Seminars, presentation of information, participation in group work project writing</p>	<p>PowerPoint Lecturers, Seminars, Film, field trip excursion, Museum</p>	<p>Q & A at lecturers and attendance 5% Assignment 5% Tutorial 10% Project writing based on field work 10% Final examination 70%</p>
<p>Cultural History of Myanmar I,II Hist 513+Hist 523</p> <ol style="list-style-type: none"> 1. Tangible culture 	<p>Reading of assigned bibliography, Participation in the Seminars, presentation of information, participation in group work project writing</p>	<p>PowerPoint Lecturers, Seminars, Film , field trip excursion, Museum</p>	<p>Q & A at lecturers and attendance 5% Assignment 5% Tutorial 10% Project writing based on field work 10% Final examination 70%</p>

<p>3. Intangible culture</p> <p>4. Music, Folklore, Dances</p> <p>5. Festivals</p> <p>6. Performing arts</p>			
<p>History of Myanmar Foreign Relations I, II</p> <p>Hist 514+ Hist 524</p> <p>1. Diplomatic relations theory</p> <p>2. Myanmar foreign policy</p> <p>3. Cultural Relations with neighbouring countries</p> <p> in Pyu, Bagan and Kounghaung Period</p> <p>4. Sino-Myanmar relations</p> <p>5. Indo – Myanmar relations</p> <p>6. Relations with ASEAN Organizations</p>	<p>Reading of assigned bibliography, Participation in the Seminars, presentation of information, participation in group work project writing</p>	<p>PowerPoint Lecturers, Seminars, Film show</p>	<p>Q & A at lecturers and attendance 5%</p> <p>Assignment 5%</p> <p>Tutorial 10%</p> <p>Project writing based on field work 10%</p> <p>Final examination 70%</p>

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	117(2017) 75 (2017)	<ul style="list-style-type: none"> • First semester 2017 • Second semester2017 		Student registration record from office of department of history
	<i>Add at least one more available data about students' enrollment</i>	Tourist guide, owner and staffs of travel business, govt staffs related to culture ministry and Hotel and Tourist Ministry.		
Students' career progression data	69 in 2017 batch	<ul style="list-style-type: none"> • First semester in 2017 Average grade: 4 • Second semester in 2017 Average grade: 4 		Student registration record from office of department of history

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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	<p>Teaching method and quality of the teaching faculty?</p> <p>Course availability</p> <p>Access to teaching faculty</p> <p>Value of the education for the price</p>	<p>Did you get satisfied for teaching methods of Course and quality of the teachers?</p> <p>How do you think the contents of course is appropriate for your expectation?</p> <p>Did you get sufficient information about matters related to your studies?</p> <p>Are you satisfy for the price of course after completion after course?</p>

	<p>Library access</p> <p>Class facilities</p> <p>Employability</p> <p>Relations with department</p>	<p>Did you get help in using the library services when you need it?</p> <p>How do you think classroom arrangement are well organized?</p> <p>How much did you get an opportunity for looking for a job with PGDMHC?</p> <p>Haven't you got the chance to take part in some activities in history dept as an Alumni?</p>
<p>TEACHING STAFF</p>	<p>Workload</p> <p>Salary increases</p> <p>Promotional opportunities</p> <p>Student involvement</p> <p>Specialization</p>	<p>Are you satisfy for allocation of workload in your department?</p> <p>Are you satisfy for extra income from PDMHC?</p> <p>How do you think your involvement in PDMHC can support your promotion?</p> <p>Are you satisfy the student involvement in class room activities?</p> <p>Do you have specific research specialization? And how do you think</p>

	<p>Vacation</p> <p>reward</p>	<p>your specialization and your teaching are appropriate?</p> <p>Did you get special chance to take a sabbatical leave?</p> <p>Can you imagine to get reward from department or university because of taking part in PGDMHC Course?</p>
<p>GRADUATES</p>	<p>Role of professional</p> <p>Criteria influenced by national/international benchmarks</p> <p>Internships with industry</p>	<p>How much did the course assist for getting job?</p> <p>Could be influence by national and international benchmarks of your University?</p> <p>Have you paid attention for graduate of PGDMHC to internship in your industry?</p>