



***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 Archaeology**

**3. Name of the Degree Programme: MA (Archaeology)**

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

**5. Total number of Course Units in the Degree Programme: 12 Course Units (8 are lecture based and 4 are research based)**

**6. Amount of teaching hours for each Course Unit in the Degree Programme: 64 teaching hours**

**7. Total number of students of the Degree Programme: 6**

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

**9. Composition of teaching staff (from assistant lecturer to professors): 6 Lecturers, 2 Associate 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?): One teacher holds one course unit in one semester. (64 hours of lesson in one semester)**

**However, some teachers hold two (or) three course units in the whole programme.**

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

1. To encourage the awareness of the value of Archaeological Heritage
2. To gain Archaeological knowledge for protecting and conserving Cultural Heritage
3. To apply the acquired knowledge to support Archaeotourism subject for the development of Myanmar's Tourism Industry

## 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 have field-specific knowledge
2. Ability to apply the acquired knowledge in practical situations
3. Ability to undertake research at an appropriate level
4. Ability to write research reports
5. Commitment to the conservation of the environment

**Subject specific:**

1. Ability to understand cultural change
2. Ability to analyse the development of Settlement Patterns throughout the time in Myanmar
3. Ability to apply the acquired knowledge in preservation of Archaeological materials
4. Ability to create research designs in the field of Archaeology

**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.

At the end of the degree programme, learners will be able

1. to identify cultural change from Food-Producing Society to Urban Society, the Origin of Agriculture, Development of Social Rank and State Foundation
2. to appraise development of Settlement Patterns throughout the time in Myanmar from Beiktha, Halin to Sri Ksetra
3. to employ their acquired knowledge in exploration, excavation and restoration of Archaeological Sites and in recording of Archaeological Finds
4. to conduct researches in the Prehistoric and Historic sites of Archaeology

#### **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
<p>Arch 611: Prehistoric Archaeology</p> <ol style="list-style-type: none"> <li>1. Study of the prehistoric evidences of Africa, Europe, and Asia starting from early Hominids to Homo sapiens</li> <li>2. Early Hunter-Gatherer in Southeast Asia</li> <li>3. Bronze Age Culture in Southeast Asia</li> <li>4. Coastal Settlement in Southeast Asia</li> </ol> <p>Complex Societies</p> <ol style="list-style-type: none"> <li>1. Study of Cultural Change from Food-Producing Society to Urban Society</li> <li>2. The Origin of Agriculture</li> <li>3. Development of Social Rank</li> <li>4. State Foundation</li> </ol>	<p>To analyse and evaluate prehistoric archaeological evidences</p> <p>To discuss prehistoric evidences of Africa, Europe and Asia</p> <p>To explain early hunter-gatherer in Southeast Asia</p> <p>To express bronze age culture in Southeast Asia</p> <p>To identify coastal settlement in Southeast Asia</p> <p>To discuss cultural change</p> <p>To explain the origin of agriculture</p> <p>To review development of social rank</p> <p>To discuss state foundation</p>

<p>Arch 612: Historical Archaeology</p> <p>1. Study of the Historical Evidences of Africa, Europe and Asia</p> <p>2. The Development of Culture</p> <p>3. Administration, Military Techniques and Trade</p> <p>Historical Archaeology in Myanmar</p> <p>1. Study of Archaeological Evidence</p> <p>2. Development of Settlement Pattern from Beiktha, Halin and Sri Ksetra</p>	<p>To analyse and evaluate historical archaeological evidences</p> <p>To discuss historical archaeological evidences of Africa, Europe, Asia and Myanmar</p> <p>To explain the development of culture</p> <p>To explain administration, military techniques and trade</p> <p>To analyse archaeological evidences of Myanmar</p> <p>To analyse development of settlement patterns of Myanmar</p>
<p>Arch 613: Field Archaeology</p> <p>1. Study of methods of Surveying and Excavating (Prehistoric &amp; Historical Sites)</p> <p>2. Dating Methods</p> <p>3. Recording</p>	<p>To apply knowledge of the methods of surveying, excavating, dating and recording in practical situations</p> <p>To apply methods of surveying and excavating in practical situations</p> <p>To use the knowledge of dating methods</p> <p>To operate recording practically</p>



<p>(a) Survey</p> <p>(b) Stratification</p> <p>(c) Photography</p> <p>4. Dealing with the Finds</p> <p>5. Study of Method of Field Management</p> <p>Photography</p> <p>1. Study of the Use of Photography in Exploration, Excavation and Restoration of Archaeological Sites</p> <p>2. Recording of Archaeological Finds</p>	<p>To demonstrate how to deal with the Finds</p> <p>To interpret method of Field Management</p> <p>To employ photography in Exploration, Excavation and Restoration of Archaeological Sites</p> <p>To demonstrate how to record archaeological finds</p>
<p>Arch 614: Dating Archaeological Evidences</p> <p>1. Study of Methods of Dating</p> <p>(a) Relative Dating</p>	<p>To select the research methods appropriate to archaeological science and to apply them in undertaking researches in the field of Archaeology</p> <p>To apply methods of dating in practical situations</p>

<p>(b) Absolute Dating</p> <p>2. Typology</p> <p>3. Stratigraphy</p> <p>4. Associated Finds</p>	<p>To employ typology in dating processes</p> <p>To apply the knowledge of stratigraphy in dating archaeological materials</p> <p>To illustrate how to deal with associated finds</p>
<p>Arch 621: Buddhist Art and Architecture</p> <p>1. Earliest Buddhist Monuments in India</p> <p>2. Earliest Buddhist Monuments in Southeast Asia</p> <p>3. Earliest Buddha Images</p> <p>4. Buddha Images in Southeast Asia</p> <p>5. Buddhist Paintings</p>	<p>To classify different types of earliest Buddhist monuments and images in India and Southeast Asia; to examine Buddhist paintings and apply the Buddha's philosophy conveyed by these paintings in real life</p> <p>To analyse earliest Buddhist monuments in India</p> <p>To analyse earliest Buddhist monuments in Southeast Asia</p> <p>To examine earliest Buddha images</p> <p>To examine Buddha images in Southeast Asia</p> <p>To analyse and evaluate Buddhist paintings</p>

<p>Arch 622: Research Methodology</p> <ol style="list-style-type: none"> <li>1. Study of the Processes of Archaeological Research</li> <li>2. Analysis of Interpreting Archaeological Finds</li> <li>3. Primary Sources and Secondary Sources</li> <li>4. Library Work and Field Work</li> </ol>	<p>To discuss processes of archaeological research</p> <p>To evaluate archaeological finds</p> <p>To analyse primary sources and secondary sources</p> <p>To relate library work and field work</p>
<p>Arch 623: Palaeography</p> <ol style="list-style-type: none"> <li>1. Study of the Origin of Myanmar Alphabets</li> <li>2. Epigraphs and their Purpose</li> <li>3. Epigraphs as Historical Source Material</li> <li>4. Study of some Selected Inscriptions of</li> </ol>	<p>To analyse and evaluate ancient literature evidences, reconstruction of social life and culture of the chosen areas and periods</p> <p>To analyse origin of Myanmar alphabest</p> <p>To examine epigraphs and their purpose</p> <p>To differentiate epigraphs</p> <p>To analyse inscriptions of historical importance</p>

Historical Importance	
Arch 624: Conservation and Preservation of Archaeological Materials	To apply the knowledge of the methods of conservation and Antiquarian laws in practical preservation and protection of archaeological materials
1. Study of the Methods of Conservation	To apply methods of conservation in practical archaeological conservation
2. Preservation of Archaeological Materials	To employ the acquired knowledge in practical archaeological preservation
3. Preservation of religious edifices	To operate preservation of religious edifices
4. Study of Antiquarian Laws	To interpret Antiquarian Laws
5. Protection of the Historical Monuments, Historical Sites, Artifacts of Historical Importance	To employ the acquired knowledge in the practical protection processes

## 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
Arch 611: Prehistoric Archaeology 1. Study of the prehistoric evidences of Africa, Europe, and Asia starting from early Hominids to Homo sapiens 2. Early Hunter-Gatherer in Southeast Asia 3. Bronze Age Culture in Southeast Asia 4. Coastal Settlement in Southeast Asia	Reading assigned bibliography, Participation in Seminars, Giving presentation, participation in group work project writing	lectures, seminars, excursions	Assignment 15% Tutorial 15% Final examination 70%

<p>Complex Societies</p> <ol style="list-style-type: none"> <li>1. Study of Cultural Change from Food-Producing Society to Urban Society</li> <li>2. The Origin of Agriculture</li> <li>3. Development of Social Rank</li> <li>4. State Foundation</li> </ol>			
<p>Arch 612: Historical Archaeology</p> <ol style="list-style-type: none"> <li>1. Study of the Historical Evidences of Africa, Europe and Asia</li> <li>2. The Development of Culture</li> <li>3. Administration, Military Techniques and Trade</li> </ol> <p>Historical Archaeology in Myanmar</p> <ol style="list-style-type: none"> <li>1. Study of Archaeological Evidence</li> <li>2. Development of Settlement</li> </ol>	<p>Reading assigned bibliography, Participation in Seminars, Giving presentation, participation in group work project writing</p>	<p>lectures, seminars, excursions</p>	<p>Assignment 15%</p> <p>Tutorial 15%</p> <p>Final examination 70%</p>

<p>Pattern from Beiktha, Halin and Sri Ksetra</p>			
<p>Arch 613: Field Archaeology</p> <ol style="list-style-type: none"> <li>1. Study of methods of Surveying and Excavating (Prehistoric &amp; Historical Sites)</li> <li>2. Dating Methods</li> <li>3. Recording <ol style="list-style-type: none"> <li>(a) Survey</li> <li>(b) Stratification</li> <li>(c) Photography</li> </ol> </li> <li>4. Dealing with the Finds</li> <li>5. Study of Method of Field Management</li> </ol> <p>Photography</p> <ol style="list-style-type: none"> <li>1. Study of the Use of Photography</li> </ol>	<p>Reading assigned bibliography, Participation in Seminars, Giving presentation, field work</p>	<p>lectures, seminars, field trip</p>	<p>Field report 30%</p> <p>Final examination 70%</p> <p>10-20 day field-work is compulsory for all students. The one who fails to conduct field-work is regarded as incomplete for the examination.</p>

<p>in Exploration, Excavation and Restoration of Archaeological Sites</p> <p>2. Recording of Archaeological Finds</p>			
<p>Arch 614: Dating Archaeological Evidences</p> <p>1. Study of Methods of Dating</p> <p>(a) Relative Dating</p> <p>(b) Absolute Dating</p> <p>2. Typology</p> <p>3. Stratigraphy</p> <p>4. Associated Finds</p>	<p>Reading assigned bibliography, Participation in Seminars, Giving presentation, participation in group work project writing</p>	<p>lectures, seminars</p>	<p>Assignment 15%</p> <p>Tutorial 15%</p> <p>Final examination 70%</p>
<p>Arch 621: Buddhist Art and Architecture</p> <p>1. Earliest Buddhist Monuments in India</p> <p>2. Earliest Buddhist Monuments in</p>	<p>Reading assigned bibliography, Participation in Seminars, Giving presentation, participation in group work project writing</p>	<p>lectures, seminars, excursions</p>	<p>Assignment 15%</p> <p>Tutorial 15%</p> <p>Final examination 70%</p>



<p>Southeast Asia</p> <p>3. Earliest Buddha Images</p> <p>4. Buddha Images in Southeast Asia</p> <p>5. Buddhist Paintings</p>			
<p>Arch 622: Research Methodology</p> <p>1. Study of the Processes of Archaeological Research</p> <p>2. Analysis of Interpreting Archaeological Finds</p> <p>3. Primary Sources and Secondary Sources</p> <p>4. Library Work and Field Work</p>	<p>Reading assigned bibliography, Participation in Seminars, Giving presentation, participation in group work project writing</p>	<p>lectures, seminars</p>	<p>Assignment 15%</p> <p>Tutorial 15%</p> <p>Final examination 70%</p>
<p>Arch 623: Palaeography</p> <p>1. Study of the Origin of Myanmar Alphabets</p>	<p>Reading assigned bibliography, Participation in Seminars, Giving presentation, participation in group work</p>	<p>lectures, seminars, excursions</p>	<p>Assignment 15%</p> <p>Tutorial 15%</p> <p>Final examination 70%</p>

<p>2. Epigraphs and their Purpose</p> <p>3. Epigraphs as Historical Source Material</p> <p>4. Study of some Selected Inscriptions of Historical Importance</p>	<p>project writing</p>		
<p>Arch 624: Conservation and Preservation of Archaeological Materials</p> <p>1. Study of the Methods of Conservation</p> <p>2. Preservation of Archaeological Materials</p> <p>3. Preservation of religious edifices</p> <p>4. Study of Antiquarian Laws</p> <p>5. Protection of the Historical Monuments, Historical</p>	<p>Reading assigned bibliography, Participation in Seminars, Giving presentation, participation in group work project writing</p>	<p>lectures, seminars, excursions</p>	<p>Assignment 15%</p> <p>Tutorial 15%</p> <p>Final examination 70%</p>

Sites, Artifacts of Historical Importance			
Arch 631: Research Progress Report Arch 632: Research and Seminar Arch 641: Research and Seminar	Literature review Library work Field work Discussion with supervisor and other experts	Field supervision Research supervision Discussion with learners	Research progress 20% Organization of the report 20% Originality, Creativity 20% Discussion/ Presentation 20% Response to Questions 20%
Arch 642: Thesis and Viva Voce	Literature review Library work Field work Discussion with supervisor and other experts	Field supervision Research supervision Discussion with learners	Organization of the Thesis 20% Originality, Creativity 20% Contribution of Research Outcome to Academic and National Interest 20% Presentation 20%

## 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
<b>Students' enrollment data</b>	6 in 2017-2018 Academic Year	<ul style="list-style-type: none"> <li>• First year MA (2017)</li> <li>• Second year MA (2018)</li> </ul>		<b>Student registration record from office of department of Archaeology</b>
	<i>Add at least one more available data about students' enrollment</i>	<p>Learners who have finished their honors and qualifying classes in Archaeology join MA (Archaeology).</p> <p>Tourist guides, staff of travel business, government staff</p>		

		from Ministry of Culture and Ministry of Hotel and Tourism and those who are interested in Archaeology, after their Post Graduate Diploma in Archaeology, also join MA (Archaeology).		
<b>Students' career progression data</b>	<b>Exams passed and average grade</b>  6 in 2017-2018 Academic Year	<ul style="list-style-type: none"> <li>• First year MA (2017) Average grade: 4</li> <li>• Second year MA (2018) Average grade: 4</li> </ul>		<b>Student registration record from office of department of Archaeology</b>

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

Identify specific issues 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>	Teaching methods and quality of the teaching	<p>Do you enjoy learning activities such as reading assigned books, taking lectures, participating in group discussions and group work project, and taking part in presentation and seminars and in field excursion? Do you think that you can learn best through these activities? Which activities enhance your best learning and why?</p> <p>Do you believe that your teachers are experts in their specialized subjects? Why do you think so?</p>
	Course units	<p>Do you think course units that you learnt in this programme are worth studying and useful in your life?</p> <p>Which course units do you think will be the most useful for you and why?</p> <p>Which course units do you think will be the least useful for you and why?</p>

	Learning facilities	<p>Do you think your classroom is the best learning place for you and why?</p> <p>Are you satisfied with learning facilities available in your classroom such as LCD projectors, portable chairs to form groups for discussion?</p> <p>Are you satisfied with library services? Is the library resourceful?</p>
	Rapport between you and your teachers	<p>Do you think you have relationship with trust, respect and warmth with your teachers?</p> <p>Have you got any chance to take part in extracurricular activities in Archaeology department as alumna?</p>
	Employability	<p>Do you believe you have job prospects as a MA (Archaeology) degree holder?</p> <p>Do you believe you can get well-paid job as a MA (Archaeology) degree holder?</p> <p>Do you believe this degree programme gives you well preparation for your carrier life?</p>
<b>TEACHING STAFF</b>	Workload	Are you satisfied with allocation of workload in your department?
	Salary	Are you satisfied with your salary? Is it reasonable or too high or too low for you?

	Promotional opportunities	Are you satisfied with your promotional opportunities in your department?
	Specialized subject area	Are the course units that you hold in this degree programme and your specialized research areas or your specialized subject areas related or not?  Are you satisfied with this situation and why?
	Vacation	Have you got vocational chances (e.g. summer vacation) as other teachers in your country?  Are you satisfied with it and why?
	Reward	Do you wish to receive any reward from your department or your university for your great performance or your great efforts in this degree programme?
	Teaching facilities	Are you satisfied with teaching facilities, for example teaching aids, availability of additional resources, ICT facilities, provided from your department or your university? Give your reasons.
<b>GRADUATES</b>	Role of professional	Are there many job opportunities for MA (Archaeology) degree holders in your country? Why?  Do you think you have got well-paid job only because of MA (Archaeology) degree? Why?



		<p>Is your employer satisfied with your performances in work place as a MA (Archaeology) degree holder? Why?</p> <p>What do you think employers' expectations on you as a MA (Archaeology) degree holder?</p>
	<p>Criteria influenced by national/international benchmarks</p>	<p>Is this degree programme influenced by national and international benchmarks? Why?</p>
	<p>Life-long learning</p>	<p>Do you want to attend another courses conducted by Department of Archaeology, University of Yangon? Why?</p>