

# CHINLONE WP2

**Second Conference**

**Granada, 26 – 27 November 2018**



**Erasmus+**

**GENERAL FEEDBACKS  
ON WP2.2 ASSIGNMENT  
ANALYSIS OF DEGREE PROGRAMMES  
ACCORDING TO STUDENT CENTRED APPROACH**

# THE DEGREE PROGRAMMES

University of Yangon

B.A in Tourism  
M.A in Archaeology  
Postgraduate Diploma in  
Myanmar History and Culture



University of  
Granada

University of Mandalay

B.A in Geography  
B.A in International Relations  
B.A in Oriental Studies



University of  
Bologna

Yezin Agricultural  
University

B.Agr.Sc. in Animal Science  
B.Agr.Sc. In Plant Breeding,  
Physiology and Ecology  
M.Agr.Sc. in Plant Breeding  
M.Agr.Sc. in Molecular Biology and  
Biotechnology



University of  
Bologna

# THE DEGREE PROGRAMMES

Dagon University

B.A in Archaeology  
B.A in History  
B.A in Law



Uppsala  
University

Yangon University of  
Economics

Master of Business Administration  
Master of Development Studies  
Program  
Master of Applied Statistics



University of  
Granada

## W.P. GOAL

Enhancing university capacity in designing, innovating their degree programmes according to:

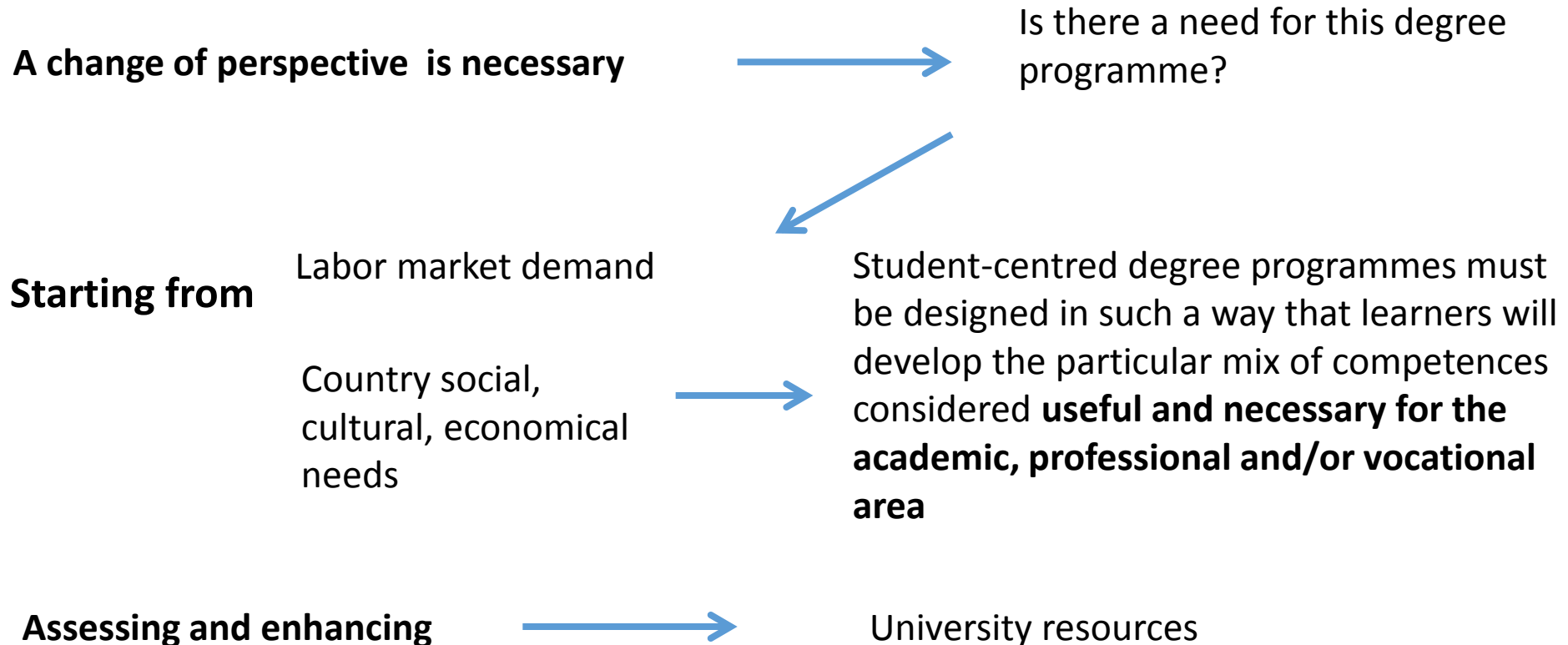
University resources

Labor market demand

Country social, cultural, economical needs

**Basis to build up university autonomy in teaching**

# DEGREE PROGRAMME DESIGN



# FEEDBACKS ON THE ANALISYS

## A FEW QUESTIONS

Was this analysis useful in terms of monitoring and assessing the quality of the degree programmes ?

Did this exercise give rise to ideas on how these programmes might be updated or modified ?

- Quality, structure, specific competences developed by the course units in relation to the overall goal of the programme;
- Department capacity (teaching staff, facilities) ;
- Quality of teaching activities and assessment methods.

# FEEDBACKS ON THE ANALISYS

## A FEW COMMENTS

In general all the degree programme descriptions were accurate and detailed

### HOWEVER

There are areas that might be improved:

**Goals of the programmes:** in some cases they seem too general and not focused on the degree profile;

**Subject specific competences:** the focus seems to be more on knowing and understading rather than doing;

**Constructive alignment:** teaching, learning activities and assessment methods do not seem in line and related to the learning outcomes students should achieve.



# FEEDBACKS ON THE ANALISYS

## A SUGGESTION

Can the material gathered through this analysis be used to update the degree programme descriptions on your university websites?

Describing a degree programme in terms of goals, competences and learning outcomes might be effective also in terms of **TRANSPARENCY**

Students will know beforehand what each programme is about and what results are anticipated

Partner Universities could better understand your academic offer and compare it with theirs



**Thank you for your attention**

Contacts

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