

***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:** 7 Major Departments (Agronomy; Plant Breeding, Physiology and Ecology; Soil and Water Science; Plant Pathology; Entomology and Zoology; Agricultural Economics; Horticulture and Agricultural Biotechnology)

**3. Name of the Degree Programme:** Post-graduate Master Programme

**4. Level of the Degree Programme (BA or MASTER):** M.Agr.Sc. Degree, 2 ½ - 3 Years

**5. Total number of Course Units in the Degree Programme:** 34 credits for courses and 16 credits for Research; total 50 credits including seminar and thesis. Among the 34 credits (Courses), students have to attend 4 credits for compulsory subject, 20-21 credits for major subjects and 9-10 credits for minor subject. 16 credits is earned from Thesis

**6. Amount of teaching hours for each Course Unit in the Degree Programme:** Most are 3 credit courses except for Biometrics which is 4 credits

**7. Total number of students of the Degree Programme:** 3-5 candidates per year in each 7 Major Dept.

**8. Number of teaching staff: 13-17**

**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?): T**eacher teaches one course (3 credit) and thus**,** 3 hours of lesson (Lecture) 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 develop scientific leadership required for increased agricultural production and rural development in Myanmar * To provide specialists in various fields of agriculture in accordance with prioritized needs |

**12. Key Degree Programme competences**

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| **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. Ability to identify, pose and resolve problems 10. Ability to apply knowledge in practical situations 11. Ability to make reasoned decisions 12. Ability to undertake research at an appropriate level 13. Ability to work in a team 14. Knowledge and understanding of the subject area and understanding of the profession 15. Ability to work in an international context 16. Ability to act on the basis of ethical reasoning 17. Ability to communicate with non-experts of one’s field 18. Ability for abstract thinking, analysis and synthesis 19. Spirit of enterprise, ability to take initiative 20. Interpersonal and interaction skills 21. Determination and perseverance in the tasks given and responsibilities taken 22. Appreciation of and respect for diversity and multiculturality 23. Commitment to the conservation of the environment 24. Ability to adapt to and act in new situations 25. Ability to evaluate and maintain the quality of work produced 26. Ability to motivate people and move toward common goals |
| **Subject specific**:   1. Ability to critically analyze theories and formulate research design in a systematic way 2. Ability to identify potential connections between field problems and laboratory results 3. Ability to understand and apply theories and practices as a basis for technology transfer 4. Ability to provide technology and awareness straight and precise 5. 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 6. Awareness of the different contexts to solve a problem 7. Awareness of the different roles of stakeholders in farm profitability 8. Understanding of the structures and purposes of economics systems 9. Ability to do  appropriate applied research in different contexts 10. Ability to consult about various agricultural issues and production skills 11. Ability to manage and evaluate developmental programmes, activities and materials 12. Ability to understand local and international trends in agriculture and be able to recognize their potential local implications 13. Ability to lead or coordinate a multidisciplinary team 14. Ability to understand processes of development and change in the community 15. Commitment to the progress and achievement of farming community 16. Ability to communicate effectively with groups and individuals 17. Ability to create a climate conducive to participation of farmers in development plan 18. Ability to make use of information technology 19. Ability to design and implement varied strategies, based on specific needs of farming communities |

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

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| 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. 7. Job market acceptance 8. Environment conservation |

**14. Course Unit learning outcomes**

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| **Course unit title** | **Course unit learning outcomes** |
| 1. **Compulsory subjects**   Advanced Biometrics (4 credits) | Students understand the importance of research in depth, know to plan research design correctly and conduct it at lowest error with the most suitable analysis way of data and perfect interpretation of the result. |
| 1. **Major subjects**   7 major subjects x 3 credits = 21 credits | Students well cover their specialized subject in more detailed and comprehensive way. This advanced study of the subjects enables them to create hypothesis, prove it, interpret it and recommend it. |
| 1. **Minor subjects**   3 minor subjects (3 x 3 credits) = 9 credits | Minor or cognate subjects complement the knowledge in Major subjects of the students and help them reach the research goal in comprehensive way. |
| 1. **Special problem**   2 credit | Students are familiarized with critical review of the selected topics in the specific area of subject in laboratory, field study or literature. They can do correct assessment on their graduating research together with their thesis advisor from this experience. |
| 1. **Thesis**   14 credits | Students add to the body of knowledge from the research conducted and become the copyright owner of the technology, innovation or assumption. |

\*\* Advanced Biometrics is the compulsory subject and all students enroll this one. Students have to enroll 7 subjects from each major subject all of which are 3 credits course. 3 subjects from minor departments have to be enrolled.

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

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| **Course Units Names** | **Students’ learning approaches** | **Teaching approaches** | **Assessment methods** |
| 1. Advanced Biometrics | Calculation, Research Design study, Critique, Literature review, Group discussion and Reporting | Lecture, Case Study, Mini project | Assignment, Quiz, Presentation and Report, Written Exam |
| 2. Major Subjects | Critique, Literature review, Group discussion and Reporting | Lecture, Case Study, Mini project, Field Visit | Assignment, Quiz, Presentation and Report, Written Exam |
| 3. Minor subjects | Critique, Literature review, Group discussion and Reporting | Lecture, Case Study, Mini project, Field Visit | Assignment, Quiz, Presentation and Report, Written Exam |
| 4. Special Problem | Individual Study, Literature Review, Laboratory work, Field Study | Lecture, Case Study, Mini project, Field Visit | Presentation and report |

**16. Mapping Student Performance.**

**Tips for writing:**

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|  |  | **Data** | **Description of the data** | **Source and information on how the data has been collected and stored** |
| **Students’ enrollment data** | No. of students enrolled (a. y.) | * First year: n. 18-25 * Second year: n. 18-25 * Third year: n. 18-25 * Fourth year: n. not stable | Students’ number can be variable among the academic departments from 3 to 5 depending on the faculty strength to take the students as some of the faculty are studying abroad. There are some cases when the students need extension due to the delay in research and other personal excuses which obstruct them from graduating in time. | 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** | * First year students: N/A   Average grade: B   * Second year students: 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 |

**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 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? |