



**CHINLONE**



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***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: Yangon University of Economics**

**2. Department: Department of Economics**

**3. Name of the Degree Programme: Master of Development Studies Program**

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

**5. Total number of Course Units in the Degree Programme: 18 units**

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

**7. Total number of students of the Degree Programme: 64 (First Year ), 58 (Second Year)**

**8. Number of teaching staff: 20**

**9. Composition of teaching staff (from assistant lecturer to professors): (5) Assistant Lecturers,(12) Lecturers,  
(2) Associate Professors,(1) Professor**

**10. Teachers' workload (es. how many course units can hold one teacher? how many hours of lessons in onesemester/year for one teacher?):**

**Teachers' workload is not same. A teacher has to hold at least two or three course units in one semester and 48 hours for one course unit per semester.**

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

- To have a better understanding of development issues and the complex challenges of global poverty and development
- To develop innovation human resources who can create the strategies to enhance the institutional capacity development and professionalism
- To promote top development agents with sound knowledge and leadership skill for building the developed nation

## 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. Capacity to apply acquired knowledge and skill in their career environment
2. Knowledge and understanding of the subject area and understanding of the profession
3. Ability to conduct research at an appropriate level

### **Subject specific:**

1. Ability to understand the evolution of international development concepts, theories and approaches
2. Ability to design and manage projects in the field of economic development
3. Ability to act with social responsibility and civic awareness in society

### 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.

After completing the course work of this programme, learners will be able

1. To know the concepts of economic development, development strategies, and policies and issues, frameworks of economics, sociology, and law as well as multidisciplinary fields of administration and management in relation to global, regional and local change and transition
2. To properly and systematically analyze and criticize in implementation of national development project as well as in their relevant career environment by using the acquired knowledge and skill
3. To be able to lay down the policy for development of 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.

<b>Course unit title</b>	<b>Course unit learning outcomes</b>
EMDevS111 Principles of Microeconomics I EMDevS121 Principles of Microeconomics II	Can obtain the comprehensive grounding of modern Microeconomic principles and the methodology of how to analyze resource allocation problems.
EMDevS111 Principles of Macroeconomics I EMDevS122 Principles of Macroeconomics II	Can understand modern economy functions and realize how to tackle the macroeconomic problems and policies in practice.
EMDevS113 Evolution of Development Thinking	Can understand how development thinking has changed overtime after World War II that based on the development experiences of nations.

EMDevS123 Development Economics: Problems and Policies	Can realize how to apply the tools of economic analysis in systematic and comprehensive analysis of development problems and policies as well as policy oriented research in the related subject area.
EMDevS131 Political Economy	Can understand the theoretical models of political economy and the available empirical evidence.
EMDevS132 Money, Banking and Finance	Can realize the functions of financial institutions and market covering money supply, interest rate, economics policy, function of central bank....
EMDevS133 ASEAN Economies and Regional Integration	Can understand ASEAN's role and how it function as a regional organization in Southeast Asia and the impact on its individual member states as well as the region on the whole in different areas such as economy, security, identity building and intra-ASEAN relations
EMDevS141 Agricultural Transformation and Rural development	Can realize how the sources of agricultural growth tend to changes as development occurs and the focus will be on the measurements and characteristic of the development of rural, also rural-urban migration is viewed favorably in the economic development studies
EMDevS142 International Trade	Can realize the role of international trade in economic development, its advantages and disadvantages, theories of international trade and strategies for economic development and world trading system
EMDevS143 Research Methodology	Can conduct research by using the relevant research methods for thesis dissertation related subject field

EMDevS 211 Public-Private Partnership	Can obtain the specific knowledge about the conceptual foundations on choosing, designing and evaluating Public-Private Partnership as one particular form of third party government and how to monitor their performance as well as the political, managerial, legal, financial, and ethical implications of such partnership.
EMDevS 212 Gender and Development	Can gain a sound knowledge about family, population, gender discrimination, with special reference to the process of economic development, its facts, consequences, theories, and strategies for ending family, population, gender discrimination in the development process
EMDevS 213 Regional and Urban Development	Can realize what the regional development is, why the government is concerned about the regional development as well as can review the development of urban areas and public policies that lead to rational and effective urban structures and institutions.
EMDevS 221 Public Policy and Administration	Can understand a wide range of disciplinary and administrative issues as well as the movement of government policies and administrative practices which try to generate a harmonized system diverse development policies, organization, and management practices
EMDevS 222 Public Finance	Can understand the nature of public finance in a market economy , the nature and type of public expenditure and revenue; taxation, provision of public goods, collective decision making
EMDevS 223 Project Evaluation	Can focus on undertaking an evaluation at activity, project or program level through using the analytical method for analyzing quantitative and qualitative data
EMDevS 241 Thesis (writing and finalizing) and Viva Voce	Can emphasize on practical applications by applying the relevant research methodology



## 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
EMDevS111Principles of Microeconomics I	Reading of assigned references, participation in the seminars, presentation of information, participation in group discussion	Lectures, seminars, group discussion	Assignment 10% Presentation 10% Class participation 10% Midterm Test 20% Final Examination 50%
EMDevS112 Principles of Macroeconomics I	Reading of assigned references, participation in the seminars, presentation of information, participation in group discussion	Lectures, seminars, group discussion	Assignment 10% Presentation 10% Class participation 10% Midterm Test 20% Final Examination 50%
EMDevS113 Evolution of Development Thinking	Reading of assigned references, participation in the seminars, presentation of information, participation in group discussion	Lectures, seminars, group discussion	Assignment 10% Presentation 10% Class participation 10% Midterm Test 20% Final Examination 50%

EMDevS121 Principles of Microeconomics II	Reading of assigned references, participation in the seminars, presentation of information, participation in group discussion	Lectures, seminars, group discussion	Assignment 10% Presentation 10% Class participation 10% Midterm Test 20% Final Examination 50%
EMDevS122 Principles of Macroeconomics II	Reading of assigned references, participation in the seminars, presentation of information, participation in group discussion	Lectures, seminars, group discussion	Assignment 10% Presentation 10% Class participation 10% Midterm Test 20% Final Examination 50%
EMDevS123 Development Economics: Problems and Policies	Reading of assigned references, participation in the seminars, presentation of information, participation in group discussion	Lectures, seminars, group discussion	Assignment 10% Presentation 10% Class participation 10% Midterm Test 20% Final Examination 50%
EMDevS131 Political Economy	Reading of assigned references, participation in the seminars, presentation of information, participation in group discussion	Lectures, seminars, group discussion	Assignment 10% Presentation 10% Class participation 10% Midterm Test 20% Final Examination 50%
EMDevS132 Money, Banking and Finance	Reading of assigned references, participation in the seminars, presentation of information, participation in group discussion	Lectures, seminars, group discussion	Assignment 10% Presentation 10% Class participation 10% Midterm Test 20% Final Examination 50%

EMDevS133 ASEAN Economies and Regional Integration	Reading of assigned references, participation in the seminars, presentation of information, participation in group discussion	Lectures, seminars, group discussion	Assignment 10% Presentation 10% Class participation 10% Midterm Test 20% Final Examination 50%
EMDevS141 Agricultural Transformation and Rural development	Reading of assigned references, participation in the seminars, presentation of information, participation in group discussion	Lectures, seminars, group discussion	Assignment 10% Presentation 10% Class participation 10% Midterm Test 20% Final Examination 50%
EMDevS142 International Trade	Reading of assigned references, participation in the seminars, presentation of information, participation in group discussion	Lectures, seminars, group discussion	Assignment 10% Presentation 10% Class participation 10% Midterm Test 20% Final Examination 50%
EMDevS 211 Public Private Partnership	Reading of assigned references, participation in the seminars, presentation of information, participation in group discussion	Lectures, seminars, group discussion	Assignment 10% Presentation 10% Class participation 10% Midterm Test 20% Final Examination 50%
EMDevS 212 Gender and Development	Reading of assigned references, participation in the seminars, presentation of information, participation in group discussion	Lectures, seminars, group discussion	Assignment 10% Presentation 10% Class participation 10% Midterm Test 20% Final Examination 50%

EMDevS 213 Regional and Urban Development	Reading of assigned references, participation in the seminars, presentation of information, participation in group discussion	Lectures, seminars, group discussion	Assignment 10% Presentation 10% Class participation 10% Midterm Test 20% Final Examination 50%
EMDevS 221 Public Policy and Administration	Reading of assigned references, participation in the seminars, presentation of information, participation in group discussion	Lectures, seminars, group discussion	Assignment 10% Presentation 10% Class participation 10% Midterm Test 20% Final Examination 50%
EMDevS 222 Public Finance	Reading of assigned references, participation in the seminars, presentation of information, participation in group discussion	Lectures, seminars, group discussion	Assignment 10% Presentation 10% Class participation 10% Midterm Test 20% Final Examination 50%
EMDevS 223 Project Evaluation	Reading of assigned references, participation in the seminars, presentation of information, participation in group discussion	Lectures, seminars, group discussion, Field Trip to to line ministries	Assignment 10% Presentation 10% Class participation 10% Project paper presentation 20% Final Examination 50%
EMDevS 241 Thesis (Writing and finalizing, Viva Voce)	Writing thesis, submitting thesis, thesis defense	Supervising the research, discussion with learners	Organization of the Thesis 20% Originality, creativity 20% Contribution of research outcome to Academic 20% Presentation 20% Response to questions 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>	-58 students enrolled in 2017 Academic Year -64 students enrolled in 2018 Academic Year	<ul style="list-style-type: none"> <li>• First year EMDevS (2018)</li> <li>• Second year EMDevS (2017)</li> </ul>		Student registration record from office of Department of Economics
	<i>Add at least one more available data about students' enrollment</i>	Government Staffs from different Ministry, NGOs, INGOs, private Business owners, Researchers		
<b>Students' career progression data</b>	<b>Exams passed and average grade</b>	<ul style="list-style-type: none"> <li>• First year EMDevS (2018) Average grade: 4</li> <li>• Second year EMDevS (2017) Average grade: 4</li> </ul>		Student registration record from office of Department of Economics

## 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
STUDENTS	Teaching methods and quality of the teaching	<p>Do you enjoy learning activities such as reading reference books, taking lectures, participating in group discussions and group work project, and taking part in presentation and seminars and in field excursion?</p> <p>Do you think the course objectives are congruent with the curricula?</p> <p>Do you think that the intellectual level of the course is appropriate for the enrolled students?</p> <p>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 that the aims of the course are sufficiently clear?</p> <p>Do you feel that the course outlines and topics are sequenced logically?</p> <p>Do you think the course contents are coherent and cover the objective of the course?</p> <p>Do you support time allocation to the course topics is appropriate?</p> <p>Do you feel the contexts of the course and course materials are up to date?</p> <p>Do you agree the course assignments and lectures usefully complemented each other?</p> <p>Do you agree the amount of projects and assignments is appropriate to the course level and to the number of credit hours for the course?</p> <p>Do you think the course assignments are intellectually challenging to the students?</p> <p>Do you think course units that you learnt in this programme are useful in your</p>

		workplace? Which course units do you think will be the most useful for you and why? Which course units do you think will be the least useful for you and why?
<b>TEACHING STAFF</b>	Workload	<b>Are you satisfied with allocation of workload in your department?</b>
	Salary	Are you satisfied with your salary? Is it reasonable or too high or too low for you?
	Specialized subject area	Are the course units that you teach in this programme and your specialized research areas or your specialized subject areas are much related or not? Are you satisfied with this situation and why?
	Vacation	Have you got any vacation as a teacher who involves in this programme? 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 such as up to date text books, ICT facilities which are provided in your department or your university?
<b>GRADUATES</b>	Role of professional	Are there many job opportunities for MAS degree holders in their respective organizations such as NGOs, INGOs and government?
	Life-long learning	Do you want to attend other courses which are offered by Department of Statistics at Yangon University of Economics? Why?