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Self-Assessment Manual

Self Assessment Manual



Higher Education Quality Enhancement Project (HEQEP)

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Ministry of Education
University Grants Commission of Bangladesh
Higher Education Quality Enhancement Project (HEQEP)
Quality Assurance Unit (QAU)

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TABLE OF CONTENTS

Contents	Page No.
<i>Abbreviations & Acronyms</i>	<i>v</i>
<i>Glossary</i>	<i>vi</i>
<i>Preface</i>	<i>xi</i>
<i>Introduction</i>	<i>xii</i>
Chapter 1: Self-Assessment in Practice	
1.1 Self-Assessment Concept	1
1.2 Global Perspective on Self-Assessment	1
1.3 Significance of Self-Assessment in Quality Assurance	2
1.4 Objectives Self-Assessment Exercise	3
1.5 Principles of Self-Assessment	4
1.6 Program Self-Assessment	4
1.7 Institutional Self-Assessment	5
Chapter 2: Self-Assessment Criteria and Standard	
2.1 Criteria 1: Governance	6
2.2 Criteria 2: Curriculum Content Design & Review	8
2.3 Criteria-3: Student Admission, Progress and Achievements	8
2.4 Criteria 4: Physical Facilities	10
2.5 Criteria 5: Teaching - Learning and Assessment	11
2.6 Criteria 6: Student Support Services	13
2.7 Criteria 7: Staff and Facilities	14
2.8 Criteria 8: Research and Extension	16
2.9 Criteria 9: Process Management & Continuous Improvement	16
Chapter 3: Self-Assessment Process	
3.1 Self-Assessment Mechanism	18
3.2 Responsibilities for Self-Assessment	18
3.3 Self-Assessment Process at Program Level	21

Chapter 4: Self-Assessment Report & External Peer Review

4.1	Self-Assessment Report	25
4.2	General Guidelines for Preparing Good Self-Assessment Report	25
4.3	External Peer Review and Validation of Self-Assessment	25
4.4	External Peer Review Process	26
4.5	Guidelines for Peer Reviewer	27
4.6	Guidelines for Preparing External Peer Review Report	28

Annexes

Annex 1	Program Self-Assessment Survey Questionnaire for Employer	31
Annex 2	Program Self-Assessment Survey Questionnaire for Alumni	35
Annex 3	Program Self-Assessment Survey Questionnaire for the Students	41
Annex 4	Program Self-Assessment Survey Questionnaire for Non-Academic Staffs	46
Annex 5	Program Self-Assessment Survey Questionnaire for Academic Staffs	49
Annex 6	Program Self-Assessment Report Format	56
Annex 7	Guidelines for Peer Reviewers	58
Annex 8	Guidelines for External Peer Reviewers	60
Annex 9	External Peer Review Report Format	61
Annex 10	Judgments	62
Annex 11	Rating Scale	63
Annex 12	Skill Mapping Format	64
Annex 13	Checklist for External Peer Review	65

Abbreviations and Acronyms

CLO	Course Learning Outcomes
CV	Curriculum Vitae
EPRT	External Peer Review Team
GoB	Government of Bangladesh
HEI	Higher Education Institution
HEQEP	Higher Education Quality Enhancement Project
ILO	Intended Learning Outcome
IQAC	Institutional Quality Assurance Cell
KPI	Key Performance Indicators
MoE	Ministry of Education
NEP	National Education Policy
PSAC	Program Self-Assessment Committee
QA	Quality Assurance
QAC	Quality Assurance Committee
QAACB	Quality Assurance & Accreditation Council, Bangladesh
QAU	Quality Assurance Unit in the UGC
QF	Qualifications Framework
RPI	Research Performance Indicators
SA	Self-Assessment
SAC	Self-Assessment Committee
SAR	Self-Assessment Report
TPI	Teaching Performance Indicators
UGC	University Grants Commission of Bangladesh
UIC	University Industry Collaboration
VC	Vice Chancellor
WB	The World Bank

Glossary

Academic Program	Academic program refers any combination of courses for educational attainment, which fulfils the requirements of any degree or certificate etc. It may also called Study Program. Please see below the entry at Study Program
Accreditation	The process by which a government or private agency evaluates the quality of a higher education institution as a whole or a specific study program in order to formally recognize it as having met certain pre-determined minimal criteria or standards.
Assessment	The process of systematic gathering, quantifying, and using of information in view of judging the instructional effectiveness and the curricular adequacy of a higher education institution as a whole or academic program. Assessment is necessary in order to validate a formal accreditation decision, but it does not necessarily lead to an accreditation outcome. It also means a technically designed process for evaluating student learning outcomes and for improving student learning and development as well as teaching effectiveness.
Audit	A fair and transparent assessment or evaluation of a faculty or department, system, process or service either internally or externally. The purpose of which is for improvement.
Best Practices	A method or an innovative process involving a range of safe and reasonable practices resulting in the improved performance of a higher education institution or an academic program, usually recognized as ‘best’ by other peer institutions. A best practice does not necessarily represent an absolute, ultimate example or pattern, its application assures the improved performance of a higher education institution or program; rather it identifies the best approach to a specific situation, as institutions and programs vary greatly in compositions and scope.
Benchmark	The Benchmark is a standard, a reference point, or a criterion against which the quality of something can be measured, judged, and evaluated. It is a measure of best practice performance.
Benchmarking	Benchmarking is a standardized process of collecting and reporting critical operational data that enables comparison of inputs, processes or outputs between institutions (or parts of institutions) or within a single institution over time with a view of establishing good practices, diagnosing problems in performance, and identifying areas of strength. It is important for a university to compare its functioning with equivalent institutions in the country, the region and internationally.

Department	Department means an academic unit in a university that offers academic and research programs. It may also refer to a non-academic unit IT Center and Department of Student Affairs.
Documented Procedure	Procedures that are represented in a written form.
Faculty	An academic entity which includes departments, centers, institutes, academies and other such academic bodies, such as School of Pharmacy or Center for Business Management Studies. Faculty may also offer academic and research programs.
HEI	Higher Education Institution
Intended Learning Outcomes (ILO)	Statements of what students are expected to learn as a result of engaging in the learning process during studying a lecture/course/program. It represents achievement attained by students.
National Qualifications Framework (NQF)	Generally, a NQF is designed to provide nationally recognized and homogeneous standards and qualifications, as well as recognition for all learning of knowledge and competencies and a basis for further review, articulation and development of existing and impending qualifications. Also, among other purposes, it should facilitate curricular change and allow for the improvement of access and social inclusion, as well as the integration of changing societal needs. A NQF is primarily developed by the National Quality Assurance and Accreditation Council through a medium-term process of policy development and public consultation.
Outcomes	Anticipated or achieved results of programs or the accomplishment of institutional objectives, as demonstrated by a wide range of indicators, such as, student knowledge, cognitive skills and attitudes. Outcomes are direct results of the instructional program, planned in terms of learner growth in all areas.
Key Performance Indicators	A range of parameters representing a measure of the extent to which a higher education institution or a study program or a staff member is performing in a certain quality dimension. They allow HEIs to benchmark their own performances or allow comparison among HEIs.
Procedure	Procedure is a sequential arrangement of actions or steps established and accepted as way of doing a particular task and to achieve set target with accuracy and efficiency in a logical manner. Procedures Includes policies, regulations, processes, systems and rules that fall within the purview of a QA body such as student regulations, registration process and publication of results.

Program Offering Entity	Program Offering Entity means an academic unit in a university that offers academic and research programs. It may be a department, faculty, institute or discipline.
QA Culture	QA culture represents a set of shared and recognized values, attitude and behavioral pattern supporting quality education, which will be extended to the incoming members of the university or institution. QA culture guides the way of thinking and discharging responsibilities of members of the university or institution in all aspects of operations. The fundamental aspect of QA culture is strong commitment for continuous improvement with a holistic approach and harmony recognizing the contribution of all involved in the process.
Quality Assurance	A system that supports and guide performance according to the established criteria or standards.
Quality Assurance Committee (QAC)	The committee set up by the university authority for institutional oversight of IQAC.
Qualification	Any higher education award, i.e., degree, diploma or other type of formal certification, issued by a competent authority attesting to the successful completion of a course program. It covers a wide variety of higher education awards at different levels and across countries, e.g., Bachelor's and Master's Degree, the Doctorate, Baccalaureate etc. A qualification is important in terms of what it signifies: competencies and range of knowledge and skills.
Qualifications Framework	A comprehensive policy framework defining all nationally recognized qualifications in higher education in terms of work load, level, quality, learning outcomes and profiles. It should be designed to be comprehensible through the use of specific descriptions for each qualification covering both its breadth (competencies associated with learning outcomes) and its depth (level). It is structured horizontally in order to cover all qualifications awarded in a system, and, vertically, by level. Its purpose is to facilitate: (i) curriculum development and design of study programs; (ii) student and graduate mobility; and (iii) recognition of periods of study and credentials.
Rubric	A set of scoring criteria used to determine the value of a student's performance on assigned tasks. The criteria are written so that students are able to learn what must be done to improve their performance in the future.
Self-Assessment	Self-Assessment is a systematic process of evaluating the various aspects of institution or academic programs whether quality standards are being met. For the purpose of further improvement SA collects information and evidences from the stakeholders, reviews those and identify the weaknesses and areas need further improvement to enhance quality of teaching learning and education.

Stakeholders	A person or a group of persons that has an interest or concern in the activities of the university.
Standards	Statements regarding an expected level of requirements and conditions against which quality is assessed or that must be attained by higher education institutions and their programs in order for them to be accredited or certified. The term standard means both a fixed criteria against which an outcome can be matched, and a level of attainment.
Strategic Plan	A plan that puts in place the targeted achievements of objectives within a marked timeline. It is a road map which contains broadly defined goals and objectives that are represented in a sequence of steps for achieving the desired objective.
Study Program	A core modular component of higher education including all the activities, i.e., design, organization, management, as well as the process of teaching, learning and research, carried out in a certain field and leading to an academic qualification. Study programs are established by higher education institutions and may differ by level of academic qualification, e.g., Diploma, Bachelor, Master, Doctorate, Baccalaureate, etc., study mode, e.g., full-time, part-time, distance learning, etc., and field of knowledge specialization, in accordance with academic and professional division of labor. A study program is accomplished through; (i) a curriculum, including all disciplines leading to an academic qualification, distributed by year of study, their weight being expressed in type of study credits; (ii) syllabuses or course programs, containing a description of the teaching and learning themes and practices associated with teaching, learning and evaluation; (iii) the organizational chart of students and teaching staff covering the period of implementation of study program; (iv) the system of academic quality assurance for all activities necessary for the completion of the study program.


Preface

Recently, higher education in Bangladesh has experienced a phenomenal growth at least in quantity, doubling in number of tertiary level students from 1.12 million to 2.61 million in last four years. But the quality of education and research could not match the horizontal increase. There is a popular saying that quantity without quality is a sure prescription for disaster, while quality without quantity can act like seeds and at least something to build on. So quality is very important in higher education. The present government headed by the Hon'ble Prime Minister Sheikh Hasina is committed to change the landscape of higher education through enhancement of quality of higher education and research in the country. Her dream has been transformed into reality by her capable education minister Mr. Nurul Islam Nahid through establishment of universities, formation of accreditation council, opening up of channels of cross border higher education and upgrading the University Grants Commission into Higher Education Commission. For achieving the target of quality education the GOB and the World Bank has generously funded the project which is known as Higher Education Quality Enhancement Project (HEQEP). The project is being meticulously implemented by the University Grants Commission, with help of the project officials and that of by the World Bank.

In order to enhance and ensure quality in higher education, educational institutions are required to be more responsive to the changing needs of the stakeholders. In that case it is very important for the educational institutions to know how well they are doing and how can they do even better to meet the needs of the stakeholders. The self-assessment exercise is an effective approach to gain a clear understanding of current situation by an informative SWOT analysis. Thus, self-assessment becomes one of the core activities of credible quality assurance system. Establishment of Institutional Quality Assurance Cell (IQAC) in each of the universities has been already in place. The IQACs at the universities would create an enabling framework to conduct meaningful self-assessment of academic programs offered by the universities in Bangladesh.

This **Self-Assessment Manual** offers a set of criteria, standards and the process in detail to conduct the self-assessment at program level. This **manual** also includes a few useful SA survey tools and guidelines. These tools and guidelines would help to conduct the self-assessment of programs. I, believe, the IQACs of the universities will take necessary actions immediately for self-assessment of academic programs, which would help to judge the overall effectiveness of academic programs and educational processes and provide direction for further improvement. This will benefit the universities, teachers, students and other stakeholders such as the employers and the society at large. It is expected that sincere cooperation from the university authorities and academics to utilize the opportunity will be forthcoming.

I thank the GoB and World Bank for this initiative to publish this manual for self-assessment and quality assurance in higher education.



(Prof. Dr. A. K. Azad Chowdhury)
Chairman (State Minister)
University Grants Commission of Bangladesh.

Introduction

Bangladesh is a developing country and its economy is in transition from agriculture to industry, manufacturing and service sectors. Bangladesh intends to avail the opportunities offered by globalization to build a knowledge society. Improving the quality of its tertiary education is vitally necessary to spur the country to a higher growth trajectory for attaining the middle income status by 2020. The tertiary education in Bangladesh, currently, has been facing many deeply rooted and intertwined challenges. These include, inadequate enabling environment for improving the quality of education and research, weak governance and accountability, poor planning and monitoring capacities, and insufficient funding. All these drawbacks can only be mitigated by developing a quality culture and ensuring good practices in higher education institutions (HEIs).

The Bangladesh government (**GoB**) recognizes that the country is at risk of being marginalized in a highly competitive global economy because its tertiary education systems are not adequately prepared to capitalize on the creation and application of knowledge. It also realizes that the state has the responsibility to put in place an enabling framework that would encourage tertiary education institutions to be more innovative and responsive to the demanding needs for rapid economic growth, and to empower the graduates with right skills for successfully competing in the global knowledge economy.

In Bangladesh, University Grants Commission (UGC) acts as the intermediary between the Government and the universities for regulating the affairs of all the universities. But currently, there is no recognized quality assurance (QA) mechanism for public and private universities in Bangladesh. The deficiency was recognized in the UGC's *Strategic Plan for Higher Education 2006-2026*, and in GoB's National Education Policy (NEP) 2010. The Strategic Plan, *inter alia*, recommended the establishment of an independent Accreditation Council for both public and private universities in Bangladesh. Following the recommendations made in the *Strategic Plan* the Ministry of Education prepared and launched in mid-2009 the Higher Education Quality Enhancement Project (HEQEP) with the financial support of the World Bank.

The experience and lessons learned from **the 25 Self-Assessment** subprojects implemented in 15 universities under HEQEP generated heightened awareness among the faculty members and management regarding the need for initiating QA in higher education. It also prepared the ground and readiness on the part of the institutions to follow up the recommendations made in SA reports and expand the SA exercise to include all HEIs in phases. Against this backdrop the Ministry of Education, the UGC and the HEIs feel that it is high time to establish institutional QA cell in every public and private university to develop a mechanism for the systematic review of study programs, to ensure quality teaching-learning, research, knowledge generation and support services standards at an acceptable level.

Based on the above developments, a Quality Assurance Unit (QAU) within the organizational structure of University Grants Commission (UGC) of Bangladesh was created under HEQEP to establish the QA mechanism in Bangladesh's HEIs. As a first step in this endeavor the HEQEP would also support the establishment of Institutional Quality Assurance Cells (IQACs) in universities and the QAU would provide guidance and technical assistance to the IQACs in order to make them functional. The QAU will function as a temporary council until the formation of the national Quality Assurance and Accreditation Council, Bangladesh (QAACB) in 2016.

This Self-Assessment Manual explains the concept, objectives, significance and process of conducting self-assessment of study programs for further academic improvement. This self-assessment manual includes useful guidelines and the templates required for conducting the surveys for data collection which are inalienable part of the self-assessment process, SA report preparation and external peer review. These QA tools have been developed in accordance with the international practices and standards and are quite flexible to accommodate the requirements of the universities and academic programs in Bangladesh context. This Manual will be open to modifications and revisions periodically based on the feedback obtained from the practitioners from time to time and to accommodate the changed circumstances in coming years. It will also be open for further improvement by the experience of international good practices on QA.

The QAU would like to record its sincere gratitude to Professor A K Azad Chowdhury, Hon'ble State Minister and Chairman, UGC for his pioneering role in establishing the quality assurance mechanism in Bangladesh and for the support provided to the QAU in making it functional within a short time. We also gratefully acknowledge the support provided to UGC and QAU by the World Bank for institutionalizing the QA mechanism and for the drafting of various QA guidelines, operations manual including this one. We sincerely thank the Project Director of HEQEP and its concerned officials who provided the logistics and facilities to QAU for setting up its office and working environment. Lastly, we gratefully acknowledge the contribution of the Ministry of Education (MoE), especially the Hon'ble Minister and secretary for their overall guidance and leadership for enhancing the quality and relevance of higher education in Bangladesh, particularly the Ministry's patronage of HEQEP that made it possible for the QAU to start the onerous journey for establishing quality assurance mechanism in the country's higher education institutions.

We sincerely hope that with the establishment of QA mechanism in Bangladesh of which the self-assessment of study programs is the first step would lift the higher education institutions to a new level and prepare the ground for enhancing the quality of higher education to the international standard. With this vision we invite the faculty and university management to engage themselves actively in this great endeavor.

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Chapter 1

Self-Assessment in Practice

1.1 Self-Assessment Concept

- 1.1.1 The quality of education refers to the fitness of the university graduates to meet the needs of stakeholders in terms of knowledge, skills, attitudes and performance. Quality of education depends on the institutional fitness for the purposes in terms of capacity & process to attain intended learning outcomes (ILOs). The institutional capacity & process includes quality of learners with commitment and interest, environments, content that is reflected in relevant curricula and processes to facilitate attainment of learning outcomes. Governance, curriculum design and review process, physical facilities, quality of students, progress and achievement, teaching-learning and assessment etc. have immense impact on the capacity of the educational institutions and process to provide quality education.
- 1.1.2 Self-Assessment is a systematic process of evaluating the various aspects of institution or academic programs including the major QA areas in respect of national qualifications framework and criteria whether quality standards are being met. For the purpose of further improvement SA collects information and evidences from the stakeholders, reviews those and identify the weaknesses and areas need further improvement to enhance quality of teaching learning and education. Self-Assessment does not mean that evidences of quality education are not available. It provides direction to continuous improvement through gradual internalization of the standards and good practices. Self-Assessment examines the state of practices and quality using a well-structured survey framework. Self- Assessment serves as a preparation for external peer review and validation for approval and accreditation. It explores the following issues(IUCEA, 2010):
- 1.1.2.1 What does the university do to provide education ?
 - 1.1.2.2 Whether the university does the right things to provide education ?
 - 1.1.2.3 Whether the university is doing the right thing in the right way ?
 - 1.1.2.4 Has the university clearly defined goals to achieve ?
 - 1.1.2.5 Whether the process guiding the university is adequate to achieve the goals ?

1.2 Global Perspective on Self-Assessment

- 1.2.1 Under the impact of ICT and globalization jobs, business and careers for young graduates have become highly competitive all over the world than ever before. The revolutionary developments in technology are changing the socio-economic systems, thinking, and nature of work and increased the opportunities available to university graduates. In the face of all these complex, competitive and changing environment, success mostly depends on what people know, what they are capable of doing, what skills they have acquired, and how fast they are able to adjust to changes around. Education must be more closely aligned to the needs of the community and society and the graduates need to develop their potential in terms of employability and lifelong learning. Industries are increasingly complaining about the skill shortage and skill

mismatch of the graduates. Academic institutions need to focus on new sets of skills driven by higher order of learning to make the graduate globally competitive.

1.2.2 In order to enhance and ensure quality in higher education, educational institutions are required to be more responsive to the changing needs of the stakeholders and the nation. In that case it is very important for the educational institutions to know how well they are doing and how can they do even better to meet the needs of the stakeholders and the country. Self-assessment underpins many quality and performance improvement initiatives and can be used to improve understanding of the entity under assessment and to identify opportunities for continuous improvement (McGiffen, 1998). Self-assessment is the approach that helps to get the answer to these questions based on facts and evidence in a systematic manner. It also provides the basis of strategic planning for continuous improvement of education.

1.2.3 **The assessment of quality in higher education is now on the agenda of many countries (Gandhi, 2013). Netherlands, in recent times, has made a significant effort to assess the higher education in Dutch Universities. The rise of private higher education in Portugal has made the Portuguese Council of Rectors (CRP) introduce a quality assessment mechanism. Among all the three Scandinavian countries, namely Sweden, Norway and Denmark have introduced the quality assessment system. The quality movement in the East, the Far-East and the Asian countries is encouraging. Japan, Australia, China, Hong Kong, Philippines are in the business of quality assurance and accreditation using the approach of self-assessment. It is also recognized in the USA that self-assessment is the foundation for quality assurance and accreditation.**

1.3 Significance of Self-assessment in Quality Assurance

1.3.1 Quality assurance in higher education is a global practice now. With the changes in higher education landscape and emerging needs of the stakeholders there is an urgency to look into the effectiveness of the academic programs. Higher education must be more closely aligned to the needs of the community, needs of the graduates to explore their potential in terms of employability and lifelong learning. Universities should focus on preparing graduates with positive mindset, skills and competence, which would help them to find a good fit into the social system. In order to drive the QA system towards the right direction following questions are very critical:

1.3.1.1 Understanding the current state of quality of education the institution is providing;

1.3.1.2 Identifying the areas and issues that need to be addressed and improved to enhance and maintain quality in education

1.3.1.3 Integrating the concerns of major stakeholders into the educational system to provide better experience

1.3.2 The self-assessment exercise is an effective approach to gain a clear understanding of current situation by an informative SWOT analysis. The self-assessment exercise helps to judge the overall effectiveness of academic program and educational processes. It provides an opportunity to attain a deeper understanding of the areas that may need improvement. Thus, self-assessment becomes one of the core activities of the quality assurance process. It has gained increasing importance to address the critical issues for credible quality assurance system.

- 1.3.3 The quality of education can be measured by the employability of the graduates and their capacity to launch startup business and becoming successful entrepreneurs. The quality of education can also be judged by the extent of its contribution to organizations and national development as well as to local and global communities. In an ever changing environmental setting the definition of quality education and requirements for quality education are also changing continuously. With the changes in the definition of quality education there is an urgency to look into the effectiveness of the existing academic programs and appropriateness of institutional capacity to maintain quality in education. Self-assessment uses observable performances as the basis or evidences for judgment that underpins program or institution to become responsive (Loacker, 2004_a).
- 1.3.4 Self-assessment becomes a very important exercise to the academic institutions for continuous improvement and quality assurance in education. It refers to a comprehensive and systematic process of collecting and analyzing information from major stakeholders on the QA areas and related aspects of the educational institution. The SA process allows the organization to identify the strengths and areas in which improvements are required for quality education. It also provides information to participants, allowing them to evaluate and understand the overall quality of academic programs. Self-assessment provides a direction and guidelines to prepare comprehensive improvement plan addressing the issues critical to quality assurance. The understanding and practice of self-assessment promotes developmental process. It is never exhaustive in its ability to grow. It enables the participants of the program and/or institution to observe the situation precisely and to identify the deficiencies between expectations and actual performances (Loacker, 2004_b).

1.4 Objectives of Self-Assessment Exercise

The general objective of the Self-Assessment is to improve the quality of education addressing the needs of the major stakeholders and national relevance. The specific objectives of self-assessment exercise are to:

- 1.4.1 **Identify learning needs:** Employability of the graduates and ability to contribute to organizations and national development are very critical to ensure quality in education. Education is all about gaining a set of skills to match with the requirements for employment, career development, lifelong learning and socioeconomic development as well. As such, it is very important to understand what the students need to learn to develop the required skills.
- 1.4.2 **Assess the teaching learning capacity of the institution:** Teaching learning is the core of all academic institutions. It is very important to assess the capacity of teaching learning to attain the learning objectives.
- 1.4.3 **Review the existing procedures:** To provide quality education in respect of changing needs of the society, it is important to measure the effectiveness of existing procedures and provisions in practice in the university.
- 1.4.4 **Identify the areas need to be improved:** Quality in education is the outcome of a comprehensive process composed of several distinctive but interrelated elements. All the elements or component of the process must be up to the mark to meet the quality standard. Self-assessment is to identify the areas of the process or individual practitioners, which need reinforcement and further improvement to enhance the

capacity of the institutions or individuals to make the total system effective to provide and maintain quality in education.

1.4.5 Create a basis for external assessment and validation.

1.4.6 Provide guidelines or direction to the program offering entity or to the University for strategic planning.

1.5 Principles of Self-Assessment

1.5.1 **Improvement:** Self-assessment is a process not to prove anything but to improve.

1.5.2 **Participation:** Self-assessment should be done under a collaborative effort. For effective self-assessment it is required to have the participation of all the members or representatives of all the major stakeholders of the entity.

1.5.3 **Reflection:** It is required to consider the concerns and opinion of all the major stakeholders of the program and university under assessment.

1.5.4 **Coverage:** Self-assessment need to cover the multidimensional aspects of the entity and QA areas.

1.5.5 **Facts driven:** It is necessary to create a broad and logical basis of the self-assessment. All the findings of the SA exercise should be based on facts and information.

1.5.6 **Sensitization:** It is very important to share the SA findings at least with the internal stakeholders, faculty members, students and officials(IUCEA, 2010_a).

1.5.7 **Acceptance:** SA findings need to be accepted by the academics, officers, and students.

1.5.8 **Endorsement:** The self-assessment report is required to be endorsed by the head of the entity under assessment.

1.5.9 **Continuity:** The environment, standard and requirements for quality education are changing continuously. Self-assessment for improvement is not one time assignment. Self-assessment should be done in a permanent and cyclical process of quality assurance.

1.6 Program Self-Assessment

1.6.1 University is basically made of the core academic activities of teaching learning and research. The most important aspects of quality education generally refers the quality of teaching learning and research. Generally, all these academic activities are taking place at the program level. Program level self-assessment measures the success and effectiveness of the program against the set goals and objectives. Self-assessment of program is very critical for improving its quality of teaching learning and research. It is also a requirement for program accreditation. A program review is a cyclical process for evaluating and continuously enhancing the quality and effectiveness of the programs under assessment.

1.6.2 Program self-assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning. It involves the thorough examination of all aspects and components of the program in respect of stakeholders' opinion. It is a process of identifying the strengths and weaknesses of the program in terms of capacity of effective teaching learning, student performance assessment, program management, ability to provide students

supports services and adequate physical facilities. Program self-assessment helps the program offering entity to:

- 1.6.2.1 better understand the ongoing programs under assessment;
- 1.6.2.2 revisit the program objectives and goals;
- 1.6.2.3 redress the intended learning outcomes of the program, if necessary;
- 1.6.2.4 identify the areas of strengths, weaknesses, opportunities, threats (SWOT) and emerging changes to make the program updated and need based;
- 1.6.2.5 assess the adequacy of student support services for effective teaching learning;
- 1.6.2.6 assess the progress of improvement desired; and
- 1.6.2.7 develop strategic plan with commitment and priorities for further improvement

1.7 Institutional Self-Assessment

- 1.7.1 Quality comes out of a well-structured process or system. This system refers institutional arrangements including infrastructure, functional statutory bodies, organizational set up, evidence of good practices, and guiding principles for education. It is the ultimate responsibility of the universities or institutions to ensure quality in education. It needs the enabling framework of well-functioning internal quality assurance system, policies and procedures in place with adequate resources and commitment. Institutional self-assessment is an on-going process designed to assess the extent to which the institutional arrangement of the university supports the attainment of student learning outcomes. It covers all the elements of institutional arrangements of the university to provide education.
- 1.7.2 The outcome of institutional self-assessment is a holistic and comprehensive analysis of its compliance to eligibility requirements and to meet the standards. The institutional accreditation process starts with an institutional self-assessment against the requirements to be an accredited institution and in terms of its stated mission and objectives (WASC, 2012). Generally, the institutional self-assessment serves following purposes:
 - 1.7.2.1 provides feedback regarding the strengths and weaknesses of the process of providing education;
 - 1.7.2.2 identifies the problems to ensure healthy, safe, protective and gender-sensitive environment for quality education;
 - 1.7.2.3 periodic review of these policy and procedures for effectiveness;
 - 1.7.2.4 ensure transparency and accountability;
 - 1.7.2.5 prompt, appropriate, and sensitive managerial action to redress problems, supported by adequate information;
 - 1.7.2.6 benchmarking and preparation of comprehensive strategic plan for further improvement;
 - 1.7.2.7 facilitate external quality assurance and institutional accreditation; and
 - 1.7.2.8 promote a culture of continuous improvement.

Chapter 2

Self-Assessment Criteria and Standard

2. Developing QA culture requires special attention to the QA areas. In respect of current setting following quality assurance areas may be considered as the self-assessment criteria:

2.1 Criteria 1: Governance

In the face of dramatic changes over recent decades in higher education landscape governance has become a crucial issue in quality assurance in higher education. Governance at university encompasses the organizational structures, legislative framework and processes through which, policies and programs are developed, managed and delivered. Governance facilitates the achievement of the stated mission and objectives of the university. The central administration and statutory bodies like the Vice Chancellor, Board of Trustees, Syndicate, and Academic Council are the powerful actors in university's governance system. The players involved in ensuring the governance at the university includes all the administrative layers from top management to the program level management. Some of the areas of governance at the university include the following but not limited to:

- 2.1.1 **Mission and objectives:** Mission and objectives of an institution or program offering entity describe the purposes and stakeholders of the institution and program offering entity

Standard 1-1: **Mission and objectives are defined** in respect of national relevance in compliance with the legal requirements, QA requirements and external reference standards.

Standard 1-2: **The intended learning outcomes (ILOs)** need to be defined specifying skills, results and behavior in the students that must be observable, measurable in a given condition.

Standard 1-3: **There should be a well-defined graduate profile** which will clearly and succinctly describe the competencies in the graduate that the academic program aims to produce.

Standard 1-4: **Intended learning outcomes** must satisfy the mission and objectives of the program and institution.

- 2.1.2 **Management:** Good governance and quality assurance depends on the integrated approach of management by the statutory bodies and individual units of the university. It needs commitment, sense of responsibility, team work, collaboration and coordination among the top management, academic, administrative and support units of the university.

Standard 1-5: The University must have an organizational structure and organizational units with defined responsibilities in compliance with the legal framework under which the university is established.

Standard 1-6: The institution/program offering entity must review and ratify the policies and procedures periodically with an objective of further improvement.

Standard 1-7: Code of conduct for the students and code of conduct for staff members and disciplinary rules and regulations are well defined and well communicated.

- 2.1.3 **Accountability & Transparency:** Accountability and transparency are very critical to develop stakeholder's confidence and trust. It needs proper documentation and access to information relating to all aspects of management of academic programs and the university.

Standard 1-8: The University must have a well-designed website, which will contain all sorts of information of the university and programs with easy access to the stakeholders.

Standard 1-9: A student handbook containing mission, objectives, graduate profile, academic calendar, rules, regulations and program related information in details.

Standard 1-10: Documentation at all levels of university administration from central to individual faculty members.

- 2.1.4 **Academic leadership and autonomy:** At this age of globalization and knowledge economy higher education institutions are going through many changes. To manage these changes favorably, increasing emphasis is being placed on good governance strengthening institutional leadership and greater administrative autonomy. Leadership, institutional autonomy and proper exercise of academic freedom have immense effect on the achievement of organizational mission and objectives.

Standard 1-11: In order to be responsive to the emerging changes and needs universities and the academic units of the university must have effective institutional leadership and sufficient autonomy.

Standard 1-12: The academic leaders and the faculty members must be judicious and guided by the values of quality assurance

- 2.1.5 **Stakeholder's Feedback:** Active role of major stakeholders, particularly employers and students, in higher education process is highly recognized for quality assurance. In terms of designing curriculum, teaching learning methods and assessment procedure stakeholders should have the opportunity to place their opinion on the issues what the student should want to learn, and how they should learn. More especially, stakeholders must be offered the opportunity to provide the feedback regarding the effectiveness of academic programs, teaching learning practices and overall performance of the institution. Such provision will make the employers aware about the outcomes of university industry collaboration and their strategic roles to human capital development for mutual benefits. At the same time students will be more aware of career requirements, what they are doing and why they are doing it in terms of academic preparation. It can be an effective way of motivating students to learning and attainment of learning objectives and making students accountable as well. Systematic feedback process could help to maintain sound academic environment. Stakeholder's opinion survey under self-assessment exercise explores many useful comments and suggestions, which are very critical to quality assurance in education. Systematic approach to collect and due response to their ideas, evaluation and comments would help the university and program offering entities to make the QA practices more acceptable, affordable and logical.

Standard 1-13: Management of stakeholder's feedback to get useful insights for the purpose of improvement in all aspects of teaching learning and research.

2.2 **Criteria 2: Curriculum Content Design & Review**

Curriculum refers to a well-defined and prescribed course of studies, lessons and activities, which students must complete to fulfill the requirements for acquiring the degree. Self-Assessment will facilitate the integration of the procedure in redesigning, modernizing and updating the curricula to accommodate the job market requirements. The curriculum plays a crucial role in achieving the mission and objectives of the university including the intended learning outcomes and overall effectiveness of the programs. Curriculum design & review process include:

2.2.1 **Involvement of stakeholders;**

2.2.2 **Need assessment:** Regulatory requirements, qualifications framework, existing & emerging industry needs, general societal factors, community needs, professional & career requirements etc.;

2.2.3 **Content& Structure:** Selecting courses for foundation, general development, major, minor, categorization of courses, audit course & capstone;

2.2.4 **Defining Course Learning Outcomes (CLO):** Observable, specific and measurable learning outcomes in terms of knowledge, skills and attitude;

2.2.5 **Skill development mechanism or strategy;**

2.2.6 **Evaluation & Review:** Review process and involvement of major stakeholders with special attention to achievement of CLOs, employability of the graduates, course evaluation by the students and respective course teachers, identifying gaps and lapses in existing curriculum through curriculum alignment, initiative to close the gap. To cope with the globalization, ongoing developments and changes across the environmental setting there is a strong need to integrate the concerns of major stakeholders in the curriculum. The curriculum needs to be reviewed to ensure relevance to industry and society. For the purpose of review concerns of major stake holders like students graduates and employers should be considered with due importance.

Standard 2-1: University must have a well-defined procedure to design and review the curriculum of academic programs periodically.

Standard 2-2: There must be a program specific body or committee with representation from the major stakeholders to take care of design and redesign of curriculum.

Standard 2-3: Designed curriculum with valid basis and all changes in the curriculum with specific reasons must be properly documented.

Standard 2-4: Curriculum must be aligned with program objectives, intended learning outcomes through proper skill mapping.

Standard 2-5: Designed curriculum must satisfy the mission and defined graduate profile.

2.3 **Criteria 3: Student Admission, Progress and Achievements**

2.3.1 **Entry qualification:** It is a fact that choice of program and institution matters for career of the graduates. At the same time, it is very important to have the eligibility of

the students interested in higher education under a particular program. Prior educational attainment remains the best single indicator to complete an academic program successfully. Quality of learners in terms of commitment and prerequisite qualifications are very important to afford the study load, understand the subject matter and comply with the program requirements. The eligibility requirements may vary from one program to another and university to university. As such, each university may set the general and discipline specific entry requirements and select the eligible for a particular program. Entry requirements are the minimum qualifications, knowledge, skills and/or experience that an applicant must have in favor of his candidature for a particular academic program.

Standard 3-1: Entry requirements must be well defined, measurable and communicable to the potential candidates for admission.

Standard 3-2: Entry requirements must reflect the level of qualifications required to afford the academic load of a particular program and match with the nature of the discipline.

2.3.2 **Admission Procedure:** In Bangladesh, increasing number of students are coming for higher education from many streams of secondary education. Many of these students may have the entry qualifications to get admission into an academic program and university they are interested to study. But, it is a reality that opportunities for higher education in the preferred universities are always limited. Universities are required to select the candidates from a pool of diverse applicants who collectively will form the best possible group of students. Selection of the eligible candidates for the particular academic program is important to maintain quality in education.

Standard 3-3: The admission process ensures fair treatment to all applicants with transparent and good practices and do not discriminate applicants in any way.

Standard 3-4: Everyone has confidence in the integrity of the admissions process.

Standard 3-5: The admission process is competent enough to differentiate between apparently equally qualified and non-qualified candidates for courses with competitive entry.

Standard 3-6: The admissions procedure enables the institution to select students who have potentials and are able to complete the academic program successfully.

2.3.3 **Progress & Achievement:** Achievement is the extent to which a student has demonstrated knowledge, skills, values and attitudes as the result of the teaching-learning process. It is measured by assessing how well students performed in relation to stated standards. On the other hand, **progress** is measured by how much achievements students make over a specific period of time (i.e., year-to-year, semester-to-semester, etc.). Progress and achievement present a complete picture of student learning. Program offering entities have to identify and keep records of the student achievements. It will determine the progress students are making toward the attainment of learning goals against the set standard. Tracking and recording of students' progress and achievements help to decide on the pre-requisite qualifications of the students for the next step of learning in the process. Overall of achievements, at the end, will fulfill the degree requirements and form the basis of qualification. Students who achieve well and showing satisfactory progress are more likely to be successful at the next stage of their

education and in their lives beyond university. It is crucial that schools¹ gather, collate, analyze and use valid and reliable information about students, such as their achievement, progress and attitudes to learning. This information is used to make decisions at a school-wide, cohort, classroom, group and individual level. Effective use of data is linked to improved decision making in the governing, leading and managing, and effective teaching dimensions. Self-assessment is a key mechanism through which schools and teachers can gather and analyze information on the effectiveness of what they do, and their progress towards their goals and targets. It involves investigating evidence about student engagement, achievement and progress, and current ways of doing things to find out where improvement is needed. Schools and teachers use the results to inform their decisions about priorities for improving engagement, progress and achievement.

Standard 3-7: The quality assurance system of universities should be in place to assure that levels of students' achievements and progress are monitored and recorded duly for the use of reference points, evaluation of achievement and meaningful academic guidance and counseling.

Standard 3-8: The quality assurance system of the university maintains a record of the total number of years, semester, and credits, for each student, to be eligible for certification and other credentials.

Standard 3-9: Student progress and achievement monitoring system is comprehensive enough to identify the students who are showing poor progress, who are not achieving and who are at risk.

2.4 Criteria 4: Physical Facilities

The universities are to provide education and it does not take place in a vacuum. Quality physical facilities are integral part of the quality learning opportunities at the university. Physical facilities create favorable learning condition and facilitate the attainment of learning objectives. Physical facilities that are very important for strengthening effective teaching learning and provide quality education include:

- 2.4.1 **Classroom facilities** must be adequate and well equipped with modern teaching aids, e.g., multimedia projectors, public address system, DVD player etc.;
- 2.4.2 **Library facilities** with quality text books, reference books, journals, documents, literature and access to digital library facilities and e-learning materials;
- 2.4.3 Information Technology resources with Internet connectivity;
- 2.4.4 **Laboratory and field laboratories** must be adequate, well equipped, accessible and useful;
- 2.4.5 **Medical facilities** must be adequate, well equipped, accessible and useful to provide emergency healthcare services ensuring health and hygiene within the campus;
- 2.4.6 **Other facilities** like clean, spatially adequate and separate **leisure rooms** for male and female students, **cafeteria** facilities with nutritious and safe food, **reading rooms**, theater, **auditorium** for staging cultural programs etc. Clean and hygienic **toilets** and washrooms for male and female students. Playing field, **gymnasium**, lawn tennis,

¹ School here means the academic unit of a university, e.g., department, faculty, institute etc. that form the core of program delivery entity of the institution.

badminton and table-tennis courts, cycling track and **swimming pool** etc. also constitute good facilities for overall development of students.

- 2.4.7 In addition, some discipline specific facilities, very critical for proper learning, need to be ensured. For example, **clinic & hospital** and **farmland facilities** for disciplines like Dentistry, Veterinary Science, Medicine and agriculture etc.

Standard 4-1: For the purpose of quality assurance in higher education it is to be ensured that the physical facilities as required for a particular academic program are appropriate, adequate, comfortable, safe, aesthetically pleasing and well managed.

Standard 4-2: The higher education institution provides and ensures access to the necessary **information technology resources**, computers, Internet, and other communication equipment for the teachers and students.

2.5 **Criteria 5: Teaching - Learning and Assessment**

- 2.5.1 **Teaching Learning:** Teaching learning constitute the core of education. It is the responsibility of the educational institutions to ensure effective teaching learning for quality in education. For the purpose of effective teaching learning following factors are very critical:

2.5.1.1 **Quality Staff:** It is to be ensured that the staffs of all categories including academic, support, technical and administrative are adequate and skilled to meet the requirements of academic standards and strategies of teaching learning.

2.5.1.2 **Appropriate teaching learning methods:** Teaching learning method, in fact, sets the stage for everything in terms of learning outcomes. Efforts in this area pay great dividends in terms of attainment of learning goals and quality of education as well. **Attainment of learning goals depends on** the role and involvement of students and teachers in the process. Teachers need to be diligent in transferring new knowledge to the students effectively so that the goal of teaching learning succeeds. The teachers should **use innovative teaching techniques** to make the students keen, focused and interested to learn the subjects taught, and are able to maintain a scholarly approach for engaging students in academic activities.

2.5.1.3 **Use of Lesson plan:** Use of lesson plan is a growing practice in teaching learning internationally. It specifies the subject matter to be taught, learning objectives and assessment of that learning **for each and every class**. As a result, at the beginning of a session students become very clear regarding what will be taught, how will it be taught, how will the attainment of learning be assessed and subjects they are supposed to learn. **Documentation of lesson plans** will enable one to determine the level of students' learning in any particular course and help the students to plan for learning of a course at the next level of academic life.

2.5.1.4 **Technology integration:** At this age of information technology work has become increasingly IT centric. As such, IT integration in teaching is very critical for quality in education. IT integration in teaching learning will make it a lot easier, attractive and more effective to communicate ideas and complex subjects meaningfully in class rooms. In addition, use of IT in teaching will encourage students to use e-contents to improve learning, access e-resources for studying and research, use information technology for academic preparation and problem solving.

2.5.1.5 **Focus:** Teaching learning in higher education must address the higher order of learning in educational domain, i.e., **application to creation**. At the tertiary level of education heightened cognitive skills are very important. Efforts should be made to develop the skills of **original thinking and creative faculty**.

2.5.1.6 **Skill Development Mechanism:** It is required to keep in mind that education is all about to gain a set of skills. Such skills will make the graduates competent to face the reality of life, to develop the **attitude of lifelong learning** and to contribute to the socioeconomic development of the country. As such, teaching learning should not be confined within the class room only. Classroom learning is not enough to develop the desired skills. Universities must have a **comprehensive skill development plan** incorporating the curricular, co-curricular and extra-curricular activities.

Standard 5-1: Teaching learning practice is interactive, motivating, promoting sense of responsibility and commitment.

Standard 5-2: Teaching learning practice involves practical evidence, initiates **critical thinking**, and inspires students to apply acquired knowledge in the real life situations focusing on higher order of learning.

Standard 5-3: Teaching learning practice integrates the use of technology and also should provide students with opportunities to use these skills in academic preparation, both within and outside of the classroom

Standard 5-4: Teaching learning practices provide enough scope to integrate co-curricular and extra-curricular activities for **intended skill development**.

Standard 5-5: The teaching learning methods and opportunities must ensure that the identified skills are transferred to students.

Standard 5-6: Use of **lesson plan** should be formalized in teaching learning practice with proper documentation and access.

2.5.2 **Assessment of Student Performance:** The purpose of higher education is to make the students capable of using knowledge and understanding to identify, clarify and provide best possible solutions to issues and emerging problems relating to individual, workplace, society and the country. Students are required to gain the multiple skills to make them capable of serving the purposes of higher education. Students gain these multiple skills through the achievement of intended learning outcomes of study programs. Assessment of student performance is a systematic process of collecting, analyzing and interpreting information to determine the extent to which **intended learning outcomes** have been achieved. Assessment creates a basis for judgment on the performance of student. Effective and appropriate performance assessment procedure is very important to judge the level of attainment of learning outcomes and skill development.

Standard 5-7: **Students are well informed** about the criteria, processes, techniques, tools and **rubrics** that will be used to assess performance.

Standard 5-8: In line with teaching learning student performance assessment approach must be **focused on higher order learning**.

Standard 5-9: Assessment procedure should be **comprised of a set of multiple activities** to measure the attainment of learning outcomes and skills.

Standard 5-10: Assessment procedure must be designed to test abilities and skills of student for **integration and application of knowledge and analytical approaches.**

2.6 Criteria 6: Student Support Services

Student support services are to meet the personal and academic needs of the students. The support system is ‘an educational necessity’ and both students and staff benefit from it (Lea & Farbus, 2000). It contributes to the social and academic development of the students, enhance quality learning experience and educational achievement of the students by meeting their diverse needs. It also promotes the intellectual development. Student support services facilitate to build a student-level community that creates a sense of belongingness, friendly and congenial academic environment through socialization, collaborative efforts and student involvement. Generally, the provision of student support services includes the following:

- 2.6.1 **Academic guidance and counseling:** Academic environment at the tertiary education is significantly different from that of secondary level. It is very critical to guide the students so that they can cope with the challenges and opportunities of university life. Sufficient and proper academic guidance and counseling beyond regular class-room lecture time is very effective in making the students serious regarding studies and motivate them to explore the ever expanding frontier of knowledge.

Standard 6-1: Academic guidance and counseling should be formalized with **proper** documentation.

- 2.6.2 **Co-curricular & Extra-curricular Activities:** Co-curricular and extra-curricular activities are the integral part of the skill development mechanism. University must have some departments or centers like Department of Physical Education, Teacher Student Cultural Centre (TSCC) and facilities to stage drama, hold debates, musical soiree, publish journals and exhibit fine arts. In addition, at the department or program level **students association or society**, like debating club, environment club, culture club etc. should be allowed. These organizations shall be developed with specific responsibilities or terms of reference to organize sports, entertainment programs and cultural activities on a regular basis involving students.

Standard 6-2: Organization and Participation in co-curricular and extra-curricular activities should be recognized as an integral part of skill development mechanism and quality education.

Standard 6-3: Co-curricular and Extra-curricular activities **should be encouraged** with reasonable time to participate.

- 2.6.3 **Career & Placement:** Quality of graduates is mostly measured by the employability and their capacity to launch startups and the extent of contribution they make to the organizations, community and national development. All types of jobs are not necessarily suitable for all graduates. Career counseling and placement arrangement can play a very critical role to get the right job opportunities and select suitable career.

Standard 6-4: Career counseling and activities relating to placement of graduates need to be done on a regular basis under the management of a permanent administrative setup.

- 2.6.4 **Alumni Services:** Well organized alumni association is very effective to get in touch with the industry and working life. It would also help the university to develop

institutional network and university industry collaboration (UIC) for promoting research and placement of the graduates.

Standard 6-5: The university and program offering entities should have well organized and meaningful alumni association to support the quality education efforts.

Standard 6-6: The university and program offering entities should have a formal system to **collect alumni feedback** on the effectiveness of academic programs, emerging changes in the industry and working life.

Standard 6-7: The university and program offering entities should organize programs relating to **career guidance and university industry collaboration** (UIC) with the active participation of alumni association.

2.6.5 **Community Services:** The quality assurance system needs to ensure that the university makes a significant contribution to the **community, society and country**. Community involvement is an effective way of understanding the social issues and working with people. Community involvement will provide students with opportunity to synthesize academic learning with real life situation and contribute to the community development. When students are in a real life situation that pushing them to make the effective decisions they tend to think critically to resolve the problems. It aims to enhance students' knowledge, skills and confidence. It also makes an important contribution towards promoting lifelong learning, social inclusion and active citizenship.

Standard 6-8: Students have the opportunity to involve themselves in **community services under the management of the program** offering entity in an organized manner on a regular basis.

2.7 **Criteria 7: Staff and Facilities**

At any university or program offering entity the academic and non-academic staffs are the major players in teaching learning and research along with the students. Efficiency and commitment of these staffs are the key success factors to all academic activities and quality assurance system. Teaching staffs are creating knowledge through research and transfer the same to the students through teaching learning practices. On the other hand, non-academic staffs must have active role with the necessary depth and breadth of technical knowledge and experience to support the academic activities of the entity. To have an effective team composed of academic and non-academic staffs following areas are very critical:

2.7.1 **Recruitment:** Sufficient number of academic staffs is very important to provide continuity and stability, cover the curriculum adequately and effectively, allow for scholarly activities in teaching learning and research. Universities are also required to maintain reasonable teacher student ratio and affordable suitable for particular discipline.

Standard 7-1: In order to select the right person for the right job university must have a transparent, fair, appropriate and properly documented recruitment policy specifying the entry qualifications and outlining the key stages for both academic and non-academic staffs.

Standard 7-2: Salary and incentives should be reasonable to attractive and retain the talented and experienced staff members.

Standard 7-3: Qualifications of all faculty must be sufficient to teach courses in their area of interest, modify and update courses and curricula.

Standard 7-4: Academic staff are working as a team with highest level commitment and sincerity.

Standard 7-5: Faculty are very serious and keen to enhance professional knowledge and skills through research and higher study leading to Ph.D degree.

2.7.2 **Staff Development:** Quality assurance recognizes the importance of **training** and development. Training is very important to enhance the professional skills of the staff and to keep them up-to-date with best practices in quality assurance.

Standard 7-6: University must have a well-organized and functioning staff development center.

Standard 7-7: All academic staff must have **training or orientation** for effective academic guidance and counseling.

2.7.3 **Peer Observation:** Peer observation is an effective approach to get useful insights to improve teaching capacity and quality. In some cases it is very difficult to identify ones' own mistakes and limitations. In that case, peer observation provides an opportunity to learn from each other and to improve. Peer observation also helps experienced staffs to share the good practices with the new and relatively less experienced staff members. Such provision of mentoring is very effective to develop the professional skills of young and newly recruited staff. Peer observation means a process in which a colleague or other nominated individual is invited to observe one's class or way of doing a particular job and give feedback. Peer observation is a powerful tool for developing a culture of good practice. Such good practice may be used for the students also under the oversight of the faculty members.

Standard 7-7: Formal and documented peer observation is in practice in the entity.

2.7.4 **Career Development:**

All employees are expected to participate in some form of career development every year. Career development encourages continuous self-improvement and a commitment to lifelong learning. It results in increased job satisfaction, enhanced capabilities and higher performance. Thus, Career development provides staffs with opportunities to build productive and satisfying careers while contributing to the achievement of the university's mission.

Standard 7-8: University must have comprehensive rules encouraging and supporting to the staff for **career development**.

Standard 7-9: University must have provisions and enough **facilities to allow and** motivate academic staff for further training & development, higher study and advanced research.

Standard 7-10: University should have provisions for **holding seminars and workshops** to share new knowledge among the faculty and explore innovations.

Standard 7-11: Promotion or appointment to any higher position or assigning any responsibility in the university must be on the basis of well-defined **key performance indicators (KPI)**.

2.7.5 Key Performance Indicators (KPI): Well-defined KPIs may act as a source of motivation and means to ensure accountability of staff. University may use Teaching Performance Indicators (TPIs) and Research Performance Indicators (RPIs) of the teachers as key performance indicators. Performance of an academic institution should not be confined to producing graduates in terms of quantity only. It is important to have specific performance and success indicators that contribute to graduates' skills development, teaching learning, research and extension services, national and international recognition and contribution to socioeconomic development. Similarly, faculty members should not limit their activities within self-development by research and publications only. Rather, teaching performance should be measured based on student evaluation and peer observation, contribution to skill development of the students, quality teaching-learning. Research with national relevance and extension services, national and international recognition and socioeconomic development need to be considered as key performance indicators.

Standard 7-12: University must have well-defined, documented and properly communicated **key performance indicators (KPIs)**.

Standard 7-13: Performance of academic and non-academic staff is assessed in respect of these KPIs on a regular basis in a formalized manner.

Standard 7-14: University maintains balance between Teaching performance **indicators (TPI) and research performance indicators (RPI)** with due importance.

Standard 7-15: Evidenced and documented involvement of academic staff members in community services is considered as an integral part of the KPIs.

Standard 7-16: Documented teaching performance evaluation by the students is considered as an integral part of the KPIs.

2.8 Criteria 8: Research and Extension

The prime objective of higher education is to contribute to the sustainable development and improvement of society as a whole. It is undeniable fact that research forms the basis of creativity and innovation, which are very critical for sustainable socioeconomic growth and development. Research also makes teaching learning effective and practice oriented. More specially, universities generally have mandates, resources and opportunities for research.

Standard 8-1: University must develop capacity with appropriate facilities and provisions to undertake **research with national relevance** and give due motivation and recognition to researchers.

Standard 8-2: University should have institutional approach to explore the possibility of corporate funding through university industry research collaboration.

Standard 8-3: University should have a system and policy to disseminate and transfer the research findings to the industry and community through extension services.

Standard 8-4: Initiative to have patent of innovations need to be encouraged and supported by the university authority.

2.9 Criteria 9: Process Management & Continuous Improvement

Quality assurance system refers to a set of administrative and procedural activities with systematic assessment in respect of standard, feedback, remedial measures and

monitoring. The total system is focused on process output, which refers to quality in education and achievement of objectives. Several interventions are needed to assure internal quality and continuous improvement, which includes **faculty development**, **external evaluation**, linking program with **corporate world**, adopting **good practices** and developing quality culture in all walks of academic management. The processes by which QA activities will be executed and quality in education will be assured must be in place, properly managed, periodically reviewed, evaluated and updated for continuous improvement. Top management of the university should have commitment for developing quality culture which recognizes the importance quality assurance in practice.

Standard 9-1: University or the entity **must have internal quality assurance system** with set policies and procedures for quality assurance.

Standard 9-2: The University or the entity **conducts self-assessment following a cycle**, develops strategic plan, identifies the limitations to implement the plan and adopts corrective measures for attainment of desired quality.

Standard 9-3: The University or the entity **continually and systematically review** the effectiveness of the procedures to meet the objectives.

Chapter 3

Self-Assessment Process

3.1 Self-Assessment Mechanism

3.1.1 **Organizing for Self-Assessment:** Self-assessment may be considered as the groundwork for effective decisions and work plan relating to quality assurance and further improvement. For an effective self-assessment critical review of current state of practices in respect of the set criteria and standards is very important. But the job is not a stand-alone exercise. Instead, the self-assessment should be the culmination and coordinated efforts by several group of people in the university or program offering entity. It should be done as a permanent and cyclical process. In order to be effective in organizing self-assessment major stakeholders must have a clear understanding of the self-assessment process, its scope and limitations. In many cases, self-assessment is undertaken because the leaders of an institution, or an external agency, demand it(Lemaitre, 2007). But if it is not considered useful and worthwhile for the academic improvement, it will not be effective. It is necessary to have significant internal motivation to go for self-assessment. Self-assessment is to be done with the spirit of team work and involvement of all the parties of the entity or institution. Strong commitment and institutional supports are also very important to maximize the benefits of self-assessment. Therefore, arrangement of workshop or discussion on the self-assessment process and its significance in quality assurance would be effective to mobilize the internal stakeholders of the entity for self-assessment. IQAC has to take the lead role in this regard.

3.1.2 **Self-Assessment Committee (SAC):** There shall be a three member Self-Assessment Committee in each program offering entity of the university. The Dean/Chairman/ Head of the program offering entity will form the **Program SA Committee (PSAC)** for the entity. The Head and two members of SAC shall be filled up by the interested, experienced appropriately qualified senior faculty of the entity under assessment. The SAC will be formed and function for **one year**. During this one year period the SAC will **conduct the self-assessment** and facilitate the external peer review and **prepare the improvement plan** for further academic development. In addition, the SAC will oversee the QA related activities within the program offering entity and will make sure that all the QA activities undertaken by the **IQAC** and applicable for the entity are being implemented properly. The SAC in cooperation with **IQAC** will work to develop the QA culture within the entity.

3.2 Responsibilities for Self-Assessment

As it is the responsibility of the university to ensure quality in education, ultimately, the responsibility of self-assessment goes to the university authority. In order to promote the quality culture within the university, on behalf of the university, the **IQAC** of the university will take the prime responsibility to carry out the self-assessment exercise. However, as integral parts of the university system all the units of university have its specific responsibility relating to self-assessment. The specific responsibilities of self-assessment are as follows:

3.2.1 **Responsibilities of the IQAC**

- 3.2.1.1 **Initiative to conduct self-assessment** with the concurrence of QAC and the Vice Chancellor of the University.
- 3.2.1.2 Placing all the Self-assessment Committees for approval of the Vice- Chancellor.
- 3.2.1.3 Provide administrative and support to **carry out the self-assessment** exercise including external peer review of the SAR.IQAC is also responsible to provide adequate funds to meet the costs associated with the SA process activities as per the SA budget.
- 3.2.1.4 **Appointment of** the individual consultants for the purpose of **external peer** review of program self-assessment following the provisions stated in the SA Manual in consultation with the respective program offering entity and approval of the Vice Chancellor.
- 3.2.1.5 Appointment of the Individual consultants or recognized agency for the purpose of external peer review of the institutional self-assessment following the provisions stated in the SA Manual and with the approval of the Vice Chancellor.
- 3.2.1.6 **Preparing the schedule for external peer review** of institutional self-assessment, inviting the external peer reviewers, making necessary arrangements and providing supports to the external peer review activities, so that they can carry out the review activities properly.
- 3.2.1.7 **IQAC will preserve the SAR** and External Peer Review report for the preparation of Annual Quality Assurance Report and take necessary steps to forward the same to the QAU, UGC.
- 3.2.1.8 IQAC will arrange the workshop inviting the representation from major stakeholders to share the findings of the institutional self-assessment in presence of the QAC.
- 3.2.1.9 **Develop the strategic plan** for the university based on the institutional self-assessment and improvement plans of the program offering entities.

3.2.2 **Responsibilities of the Dean of the Faculty**

- 3.2.2.1 Oversee the self-assessment of program offering entities under the faculty.
- 3.2.2.2 Keeping records of program self-assessment and external peer review reports.
- 3.2.2.3 Facilitate the preparation of improvement plan for the program offering entities under the faculty.
- 3.2.2.4 Use the findings of self-assessment and external peer review of the program offering entities under the faculty for external correspondence and program accreditation.

3.2.3 **Responsibilities of the Head of the Program Offering Entity**

- 3.2.3.1 Formation of Self-assessment Committee (SAC) in response to the directives of the IQAC.
- 3.2.3.2 **Arrangement of workshops** relating to the **self-assessment** inventing all the faculty members of the entity.
- 3.2.3.3 Provide administrative and logistics supports (like meeting room, computers and photocopier facilities, office supplies such as paper, file folders etc.) to conduct the self-assessment and oversee the self-assessment of the entity.

- 3.2.3.4 Organizing meeting inviting all the faculty members of the entity to share the findings of the self-assessment report (SAR).
- 3.2.3.5 Endorsement of the self-assessment report for external peer review and further academic development.
- 3.2.3.6 Providing supports and facilitating the external peer review of the SAR.
- 3.2.3.7 Keeping records of self-assessment and external peer review reports.
- 3.2.3.8 Facilitate the preparation of improvement plan for the entity and forward the same to the IQAC for further necessary actions.
- 3.2.3.9 Use the findings of self-assessment and external peer review for external correspondence and program accreditation.
- 3.2.4 **Responsibilities of the SA Committee**
 - 3.2.4.1 **Designing the self-assessment activity schedule.**
 - 3.2.4.2 **Organizing awareness building workshop** on Self-assessment and Quality Assurance in Higher Education to ensure the cooperation and participation of all staff members of the entity under assessment.
 - 3.2.4.3 **Preparing the survey tools** (questionnaire) for major stakeholders i.e. students, alumni members, employers, academic staffs, non-academic staffs etc. and conducting the opinion survey to collect data and feedback from major stakeholders using separate questionnaire.
 - 3.2.4.4 **Data entry, analysis and preparing the self-assessment report** (SAR).
 - 3.2.4.5 Program Self-Assessment Committee (PSAC) will organize workshop to **share the program self-assessment results** with the faculty members and the representatives of major stakeholders in presence of the QAC.
 - 3.2.4.6 PSAC will submit the final **Program SA Report** to the Head of the program offering entity and to the QAC for approval and endorsement.
 - 3.2.4.7 **Proposing the panel for external peer review to the IQAC.** PSAC will prepare the external peer review schedule in consultation with the IQAC and Head of the Entity. SAC will make all the arrangements, providing necessary supports for external peer review and arranging meeting with the major stakeholders separately as per schedule so that reviewers can conduct the review process smoothly within the stipulated time. At least two weeks prior to the visit, the Head of the SAC should provide the reviewers with an advance copy of the Self-assessment Report, review schedule, peer review checklist and university handbook containing university mission and objectives and program details. On arrival, the Head of the SAC should provide following documents and facilities for effective external peer review:
 - i) A copy of the peer review schedule specifying the names and designation of the high officials of the university to whom the reviewers will be speaking.
 - ii) A copy of class routine
 - iii) Peer review checklist and guidelines
 - iv) University handbook containing mission, objectives and program details including curricula.

- v) Academic calendar for the program(s)
 - vi) A private office room with computer, printer and necessary papers for use.
 - vii) **Access to the class room** for teaching observation, course files, project papers, assignments, exam papers (question papers & answer scripts) etc.
- 3.2.4.8 Arranging workshop and preparing the draft improvement plan in respect of the SA Report findings and the recommendations of the external peer review panel. PSAC will submit the improvement plan to the Head of the Program offering entity and to the IQAC for further necessary actions.
- 3.2.5 Responsibilities of the Vice Chancellor**
- 3.2.5.1 Approval the Self-assessment Committees.
 - 3.2.5.2 Approval the selection of external peer reviewer.
 - 3.2.5.3 Directives to the Heads of the various offices of the university administration to provide information to the PSACs for the purpose of self-assessment.
 - 3.2.5.4 Meeting with the external peer review panel
 - 3.2.5.5 Endorsement of the institutional self-assessment report for external peer review and further academic development.
- 3.2.6 Responsibilities of QAC**
- 3.2.6.1 Critically review the proposed improvement plan and strategic plan of the university and particular program(s) and recommend for approval.
 - 3.2.6.1 Critically review the proposals submitted by the IQAC and recommend for approval.
- 3.3 Self- Assessment Process at Program Level**

Academic program(s) shall undergo a self- assessment (SA) exercise **once in every four-year assessment cycle**. The total process, starting from organizing for self-assessment to approval of the improvement plan including preparation of SA Report and external peer review, need to be completed within one year. The steps of the self-assessment process are as follows:

- 3.3.1 **Scheduling for self-assessment:** Self-assessment is a permanent and cyclical process of quality culture. As such, the IQAC will prepare a schedule for self-assessment of different program offering entities of the university and the institution as well. According to the schedule the Director IQAC will forward a written directive to the program offering entities to form the Self-assessment Committee (SAC).
- 3.3.2 **Formation of SAC:** Upon receiving the written directives from the Director of the IQAC, the Head of the program offering entity will arrange a meeting inviting the faculty members of the entity to constitute a program self-assessment committee. In the meeting, the entity will constitute the program self-assessment committee (PSAC) by interested, experienced and qualified faculty as per the provisions stated in IQAC Operations Manual (section 4.7). The Head of the program offering entity will send the PSAC to the Director, IQAC in writing for further necessary actions.

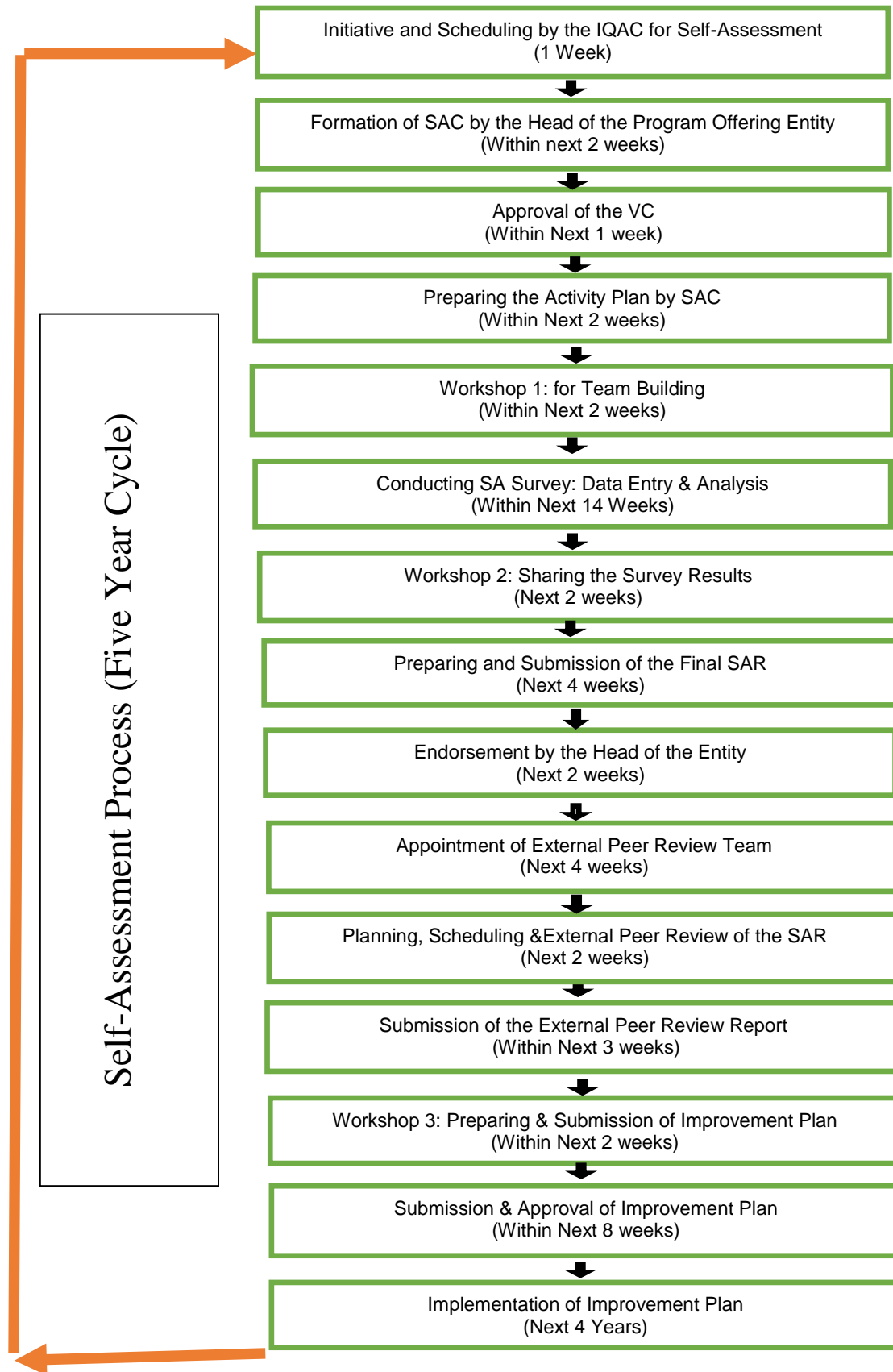
- 3.3.3 **Approval of PSAC:** The Director of the IQAC will place the PSACs received from the program offering entities for approval of the Vice Chancellor and inform the Head of the respective entity about the approval.
- 3.3.4 **Planning:** Upon approval the PSAC will design an activity schedule to complete the self-assessment exercise smoothly in an organized and planned manner.
- 3.3.5 **Team Building:** According to the activity plan, the Head of the PSAC, in consultation with the Head of the program offering entity, will organize an awareness building workshop on Self-assessment and Quality Assurance in Higher Education. This workshop is for clear understanding about the SA process and team building. It is very important to ensure the cooperation and participation with enough commitment of all faculty of the entity under assessment.
- 3.3.6 **Preparing for survey:** The PSAC will prepare the survey tools (questionnaire) for major stakeholders i.e., students, alumni, employers, academic staffs, non-academic staffs etc. following the self-assessment criteria and standard. The PSAC will select the respondents using appropriate methods for the purpose of opinion survey.
- 3.3.7 **Conducting survey and review:** In cooperation of the faculty members the PSAC will conduct the opinion survey to collect data and feedback from major stakeholders using separate questionnaire. In addition, PSAC shall make a critical review of documents related to teaching-learning and research like curriculum, laboratory facilities, student performance assessment tools, students' progress and achievement etc. PSAC shall make the arrangements for data entry and analysis of information and feedback collected by stakeholder survey. On the basis of collected information, feedback and critical review observations the PSAC will prepare the draft self-assessment report (SAR) following the SA report format given in the SA Manual.
- 3.3.8 **Sharing the survey results:** Program Self-Assessment Committee (PSAC) will organize workshop to share the program self-assessment results with the faculty members. If needed, the concerned PSAC may arrange an open hearing and discussion over the second draft with all faculty members, officials and student representatives.
- 3.3.9 **Preparing the final SAR:** After all these formalities the concerned PSAC will prepare the final SA Report incorporating the valid suggestions and observations of the workshop and discussion. It is expected that the concerned PSAC will carry out the SA work activities sincerely to submit the final SA Report within next 6 (six) months after approval of the PSAC.
- 3.3.10 **Submission of SAR for endorsement:** PSAC will submit the final Program SA Report to the Head of the program offering entity and for endorsement. The Director IQAC will take necessary initiative to complete the external peer review and submission of peer review report **within next 03 (three) months after submission of the final SAR.**
- 3.3.11 **Selecting the external peer review panel:** PSAC will propose the panel for external peer review to the IQAC. IQAC Director will make the necessary arrangements for

selection and hiring of the peer reviewer and signing of contract with him/her. Concerned Head of the PSAC will invite the external peer reviewers for the purpose of review and validation of the self-assessment report.²

- 3.3.12 **Facilitating external per review:** PSAC will prepare the external peer review schedule in consultation with the IQAC and Head of the program offering entity. Concerned PSAC will make all the arrangements including meeting with the major stakeholders separately, ensuring necessary supports for external peer review so that the reviewers can conduct the review process smoothly within the stipulated time. At least two weeks prior to the visit, the Head of the PSAC should provide the reviewers with an advance copy of the Self-assessment Report, review schedule, peer review checklist and university handbook containing university mission and objectives and program details. On arrival, the Head of the PSAC should provide necessary documents and facilities for effective external peer review as stated in the section 3.2.4.7 of the SA manual.
- 3.3.13 **Preparing the draft improvement plan:** After completion of external per review the PSAC will prepare a draft improvement plan with benchmarking in respect of the SA Report findings and the recommendations of the external peer review panel. Program Self-Assessment Committee (PSAC) will organize workshop to **share the draft improvement plan** with the faculty members to set priority and time line.
- 3.3.14 **Submission:** Finally, the PSAC will submit the improvement plan to the Head of the program offering entity for further necessary actions. The PSAC shall prepare and submit the improvement plan within next 03 (three) weeks after the completion of external peer review report.

² Please see IQACFOM for following the procedure on hiring of external peer reviewer.

Self-Assessment Process Flow



Chapter 4

Self-Assessment Report & External Peer Review

4.1 Self-Assessment Report

Self-Assessment reporting is an integral part of the QA mechanism and internal quality assurance system of any university or program offering entity. It helps to manage and achieve the objectives in a more organized and disciplined manner. It is a self-reflective and critical evaluation of current state of QA practices. Self-Assessment report will be used as the core document for the purpose of external peer review and strategic planning for further improvement. Once the survey and data analysis is done, a decision must be taken regarding the design of the self-assessment report. The universities and the program offering entities are free to adopt any organization for the report as long as the information and the analyses regarding the different criteria and standards are explicitly present. In all cases the self-assessment report should reflect to what extent each quality standard is met. SAC will prepare the self-assessment report of concerned program offering entity.

4.2 **General Guidelines for Preparing a Good Self-Assessment Report**

- 4.2.1 The SA report should clearly describe the purposes and scope of self-assessment.
- 4.2.2 The self-assessment report should provide QA related comprehensive information focusing on the strengths, weaknesses, threats and opportunities of the entity under assessment. But the volume of information and the report should be just and enough.
- 4.2.3 It is important that the SA report be accurate, clear and persuasive, and supported by facts and solid empirical evidences.
- 4.2.4 The report must be able to meet the needs and information requirements for strategic planning and resources allocation.
- 4.2.5 A report should contain sound arguments, be readable and formatted in such a way as to help readers to understand the contents with ease (e.g. meaningful headings/titles, written in clear and concise language with abbreviations and glossary).
- 4.2.6 The report should contain commendations, affirmations and recommendations for improvement. Recommendations should be practical in nature limited to the more important issues so as to focus on priority.

4.3 **External Peer Review and Validation of Self-Assessment**

External review is one of the internationally accepted critical component of quality assurance. A panel of expert or internationally credible QA agency (for institutional self-assessment) taking part in the process of reviewing the self-assessment of any institution or program is generally known as external peer review team (EPRT). In case of external peer review the host university invites the peer reviewers beyond the university to review the academic process as reflected in the self-assessment report. In response, the peer review team will share internationally accepted standard and good practices, their experiences and observations as the outcomes of an onsite visit and critical review. The visit by the review team gives the institution or program offering entity an opportunity to discuss and find ways of consolidating and improving the

academic environment (IIEP-UNESCO, 2011). Key features of the external peer review process include:

- 4.3.1 critical analysis of the Self-Assessment Report (SAR);
- 4.3.2 peer observation of the key aspects of the self-assessment exercise;
- 4.3.3 gathering information on activities relating to quality assurance in higher education through discussions with major stakeholders, i.e., students, faculty members, staff members, alumni, university administration and management (academic and non-academic) and employers;
- 4.3.4 identifying the strengths and weaknesses of the program offering entity or the university;
- 4.3.5 identifying the areas that need further improvement for quality enhancement of higher education; and
- 4.3.6 providing guidelines for effective quality assurance in education.

4.4 External Peer Review Process

There shall be a three member external peer review team with at least one as subject expert (for program review) and at least one recognized QA expert. In case of institutional self-assessment among the peer reviewers at least one must be a professional expert for specialized universities like engineering, agriculture, medical etc. The peer review panel members must visit the concerned university and facilities as stated in the SA report. It will be a three-day visit under a well-structured schedule. The university/program offering entity under self-assessment will make the arrangement for peer review. External peer review will be based on the SA Report prepared by concerned program offering entity or university and other documents made available during the external peer review. Subsequently, the review panel will prepare and submit the peer review and validation report collectively to the Head of the program offering entity (in case of program self-assessment) and to the Director IQAC (in case of institutional self-assessment). The Director IQAC will place the reports in the QAC meeting and forward one copy of the report to the QAU. The sequential activities related to the external peer review process are as follows:

- 4.4.1 The Director IQAC will request PSAC to submit three sets of CVs, each set consists of three experts, to construct the external peer review team (EPRT) consisting panel members as categorized in the section 4.4. The IQAC in consultation with the concerned SAC, will select and appoint three experts, one from each set, following the World Bank guidelines for procuring services of consultants.. In case of institutional self-assessment, IQAC will take the responsibility to propose and hire the external peer review team by following relevant procurement of services guidelines of the World Bank. The concerned SAC will send the SAR to the external peers at least 15 (fifteen) days before the scheduled visit so that they can go through the SAR and plan their activities earlier.

- 4.4.2 The concerned SAC shall plan and schedule the EPRT visit in consultation with the Director IQAC. The EPRT using the given checklist (Annex 14) will go through the physical facilities, observe the class room teaching, review the documents made available to them during the visit, and meet the representatives of major stakeholders separately.
- 4.4.3 At the end of the peer review visit the external reviewers will present their critical observations in an exit meeting that shall be attended by the concerned SAC, faculty members of the entity, Dean and IQAC personnel. In case of institutional self-assessment Deans, top management of the university and IQAC personnel will attend the exit meeting.
- 4.4.4 The EPRT will submit their peer review report, both soft and hard copy, to the concerned Head of the SAC and copy to Director IQAC with specific recommendations within next 03 (three) weeks of their visit.

4.5 Guidelines for Peer Reviewer

The QA Unit, of the UGC expects that the peer-review process makes a full contribution to its quality assurance and accreditation process. In this context the role of the peer-reviewers is multifaceted and demanding. The reviewers, bringing new insights in the process, can help the universities to develop their quality assurance systems and for continual improvement of their standards. This note offers guidance to the reviewers and other participants in the peer-review process on the standards of conduct expected.

4.5.1 Code of Conduct

It is expected that the reviewer would:

- 4.5.1.1 Take all reasonable steps to know and understand the published quality assurance and accreditation process and in particular the methods of developmental engagements and accreditation.
- 4.5.1.2 Ensure that they remain up to date with any developments in the published method, including attending conferences and workshops arranged for peer-reviewers by the Unit.
- 4.5.1.3 Conduct their roles and activities in reviews in a way that fully respects the published method and protocols, including reaching justifiable evidence- based judgments.
- 4.5.1.4 Undertake their part in review in a way that respects the mission of the entity they are visiting and avoids bringing to the process any prejudices.
- 4.5.1.5 Show courtesy to all colleagues with whom they work in the review team and in the institution, including respect for their views and opinion.
- 4.5.1.6 Complete the assignment on time and to a high professional standard, drawing upon the hand book and the guidance provided in the review.
- 4.5.1.7 Respect the confidences shared in the course of the review, so that they do not divulge any information on the self-evaluation, the findings of the review team or the conduct of the review to any other university, any member of the public or the media.

- 4.5.1.8 Contribute to the evaluation of the process by offering constructive comments of their experiences as a reviewer.
- 4.5.1.9 It is expected that peer reviewers will provide the entity with judgments basing on the review observations for all the QA areas.

4.6 Guidelines in Preparing the External Peer Review Report

At the end of the external peer review of the self-assessment report the peer-reviewers have to submit a report basing on the observations, critical review of the SAR and other documents during the visit. This external peer review and validation report will guide the entity under assessment to prepare the improvement plan. It is to be noted that this external peer review and validation report has immense importance in the process of accreditation. As such, it is highly expected that the external peer review team (EPRT) in preparing the report will consider the following with due importance:

- 4.6.1 The external peer review and validation report should include all critical observations and comments in relation to all the QA areas, self-assessment criteria and set standard specifying the strengths, weaknesses, opportunities and threats.
- 4.6.2 Any information or interpretation of the SAR, where the peer-reviewers disagreed should be included in the report with corresponding reason(s).
- 4.6.3 Reports should be balanced and constructive, conveying all the findings positive or otherwise and be encouraging to support continuous improvement. Positive observations will enhance the confidence of the internal stakeholders and criticisms will motivate the university and program offering entity to take corrective measures rightly.
- 4.6.4 The external review report is expected to provide an outsider view in respect of international practices and also validation of the facts described in the SA Report.
- 4.6.5 The report must have very specific and effective suggestions for further improvement specifying the improvement possibilities with advice and best practices for each of the area where improvements are suggested.
- 4.6.6 The review reports should be written in a clear, direct style, using short sentences. Statements should be unambiguous and any suggestions for the improvement should be written so as to enable the entity to understand how they might be implemented.
- 4.6.7 The review team is requested to make every effort to ensure that all statements in the report are factually accurate and supported by evidence(s) and with example wherever possible.
- 4.6.8 It is expected that the review team will make the professional judgment for each SA criteria using the format and scale given (Please see the annex 10 & 11).

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Documents Consulted

In preparing this Self-Assessment Operations Manual a number of books, reports, articles and QA manual have been consulted. The QAU gratefully acknowledges the contribution of these documents in preparing this SA Operations Manual. Concepts and ideas borrowed from the documents mentioned helped to make the Manual in accordance with the internationally accepted SA practices.

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Annexes

A few templates, guidelines and concept notes included here have been developed in accordance with the international QA practices. The templates and guidelines are essential for carrying out the self-assessment exercise in Bangladesh's universities. However, it has to be borne in mind that these are samples. Universities and program offering entities may customize these templates depending on their individual and specific requirements and context.

Annex 1

Program Self-Assessment SURVEY QUESTIONNAIRE FOR EMPLOYER

The purpose of this survey is to obtain employers' input on the quality of education of _____ program of _____ University. The survey is with regard to _____ graduates _____ University employed at your organization. Your sincere cooperation would enable us to improve the quality of our graduates as per your requirements.

Name of the Institute/Organization: _____

Corporate Office Address _____

Email: _____ **Web:** _____

Nature: Academic Research Business Enterprise Others _____

Establishment Year: _____

1. Ways of Sourcing for Entry Level Employee

Sourcing Ways	Previously	Currently
	%	%
Online Application(Ad/Without Ad)		
Direct Hard Copy Application with Ad		
Internship		
Campus Recruitment		
Networking with Reputed Universities		
Other		

2. Experience Requirement for Entry Level Employees:
 Highly Experienced Experience for few years Fresh Can not be generalized
3. Please rate the following dimensions of quality of graduates according to importance in recruitment using the following rating scale:
 (5: Extremely important 4: very important 3: Important 2: Less important 1: Not important at all)

No.	Dimensions of Quality	Rating
A. Knowledge		
3.1	Job knowledge (knowledge on subject matter)	
3.2	IT Knowledge	
3.3	Knowledge in designing a system component or process	
B. Communication Skills		
3.4	Oral communication	
3.5	Report writing	
3.6	Presentation skills	
C. Interpersonal Skills		
3.7	Ability to work in teams	
3.8	Leadership	
3.9	Independent thinking/ Self Confidence	
3.10	Self-Motivation/ Commitment to job	
3.11	Reliability	
3.12	Appreciation of ethical values	
3.13	Adaptability	
D. Work Skills		
3.14	Time management skills	
3.15	Judgment	
3.16	Problem formulation, solving and decision making skills	
3.17	Collecting and analyzing appropriate data	
3.18	Ability to link theory to Practice	
3.19	Discipline	
3.20	Sense of Responsibility	

4. Please evaluate the following dimensions of competence of graduates program, ... University based on their performance at your organization using the following scale:

5 – Excellent 4 – Very Good 3 – Good 2 – Fair 1 – Poor

No.	Dimensions of Quality	
E. Knowledge		
4.1	Job knowledge (knowledge on subject matter)	
4.2	IT Knowledge	
4.3	Knowledge in designing a system component or process	
F. Communication Skills		
4.4	Oral communication	
4.5	Report writing	
4.6	Presentation skills	
G. Interpersonal Skills		
4.7	Ability to work in teams	
4.8	Leadership	
4.9	Independent thinking/ Self Confidence	
4.10	Self-Motivation/ Commitment to job	
4.11	Reliability	
4.12	Appreciation of ethical values	
4.13	Adaptability	
H. Work Skills		
4.14	Time management skills	
4.15	Judgment	
4.16	Problem formulation, solving and decision making skills	
4.17	Collecting and analyzing appropriate data	
4.18	Ability to link theory to Practice	
4.19	Discipline	
4.20	Sense of Responsibility	

5. Major weaknesses you have observed in the Graduates of Program University working at your organization
6. Do you provide any training right after recruitment before assigning any responsibility:
Yes/No
If Yes, Please specify....
7. General Comments
Please make additional comments or suggestions, which you think would help to strengthen our programs for the preparation of graduates.

Annex 2
Program Self-Assessment
SURVEY QUESTIONNAIRE FOR ALUMNI

(To be filled by the Graduates)

This form includes statements for self-assessment at program level. You as a graduate are requested to give your sincere comment against each of the statements by putting a tick (√) mark. Your sincere evaluation will be helpful for correct assessment of the program so that next improvement plan may be undertaken. **Be honest!!**

Name of the program: _____ **Department/Discipline:** _____

Faculty/School: _____ **University:** _____

Degree and service Information:

1. Current status:

a) Searching Job b) Employed in an organization c) Engaged with own business

If the answer is b or c

Name of present organization _____

Designation: _____

Address: _____

2. Year of Passing/graduation:

3. Date of your first employment:

4. Time taken to get the first employment opportunity:

Year	Month

5. Training or any other courses or program attended to get job after graduation from 'X' University Yes No If yes, please specify _____

6. Recruitment process you faced to get involved with your present organization

Direct Offer	
Direct Oral Interview	
Written & Oral Interview	
Other (Pls. Specify)	

7. Way of submitting application/CV for current employment

Ways	
Online Application (against Ad/Personal contact)	
Direct Hard Copy Application (against Ad/Personal contact)	
Internship	
Campus Recruitment	
Other	

8. Evaluate the following aspects of the program in terms capacity to provide quality education by marking “√” in the box of corresponding column according to the scale given: 5–Strongly agree; 4–Agree; 3–Neutral; 2–Disagree; 1–Strongly disagree;

A. Governance

Area of Evaluation	5	4	3	2	1
1. Department provided written information in advance about the aims, objectives, learning outcomes, and methods of assessment of the program to the students.					
2. The department provided its student a conducive learning environment in which scholarly and creative achievements were nurtured					
3. Fairness and transparency of academic decisions at all levels were maintained					
4. Academic calendar was maintained properly					
5. Results at all levels were published according to the stipulated time mentioned in the ordinance					
6. Teachers were friendly and cooperative to the students and which made a positive impact over the teaching-learning environment					
7. Students’ opinion regarding academic and extra-academic matters were treated properly					
8. Formal process using structured questionnaire to collect student feedback was in practice.					
9. Website was informative and students could use that in various purposes					

B. Curriculum

Area of Evaluation	5	4	3	2	1
1. Curriculum addresses the program objectives and program learning outcomes					
2. Curriculum in the program was too heavy and induces huge pressure					
3. Courses in the curriculum were structured and arranged properly					
4. Teaching strategies stated in curriculum were appropriate for achieving learning outcomes					
5. Assessment strategies were suitable and match to the learning outcomes					
6. The curriculum was effective in enhancing team-working abilities.					
7. The curriculum was effective in developing analytical and problem solving skills.					
8. The curriculum was effective in developing ICT & communication skills.					

C. Teaching-learning

Item	5	4	3	2	1
1. The department created such a teaching-learning environment that inspired students to become life-long learner					
2. The teachers provided additional practical ideas from real life situation apart from the textbook					
3. The teachers remained available during the specified office hours and after class for consultations					
4. Teaching-learning approach was interactive and supportive for the achievement of the program learning outcomes					
5. Class size was optimum so that students could interact with the teachers and took the opportunity to participate and feedback for better teaching learning					
6. Technological devices were used as regular practice to improve teaching-learning process					
7. Teaching and learning strategies inspired students for their own learning and to achieve learning outcomes					
8. Diverse teaching-learning methods were used to achieve intended learning outcomes (ILOs)					
9. Lesson plans were designed addressing aims and objectives of each course that guides effective teaching-learning					

D. Assessment

Item	5	4	3	2	1
1. The frequency, methods and criteria of assessment, including the grading criteria were clearly communicated to students on the commencement of the term/semester					
2. Diverse methods and tools were used appropriately to assess the learning outcomes and competencies.					
3. The students were provided feedback on each assessment before the next one.					
4. Students' learning assessment procedures were maintained fairly.					
5. The content of examinations was representative of the course material					

E. Institutional structures and facilities

Item	5	4	3	2	1
1. Classrooms were good in number, well-spaced, well equipped and well maintained to ensure effective delivery					
2. Laboratories were good in number, well-spaced with relevant well off equipment, competent manpower and properly maintained for conducive teaching and learning					
3. The library had adequate and up-to-date reference materials that meet the academic& research needs					
4. The library provided appropriate ICT-mediated reference materials					
5. Internet facilities with sufficient bandwidth capacity were available					
6. Adequate office room facilities along with relevant equipment and competent manpower were available to support the students' need					
7. Adequate indoor and outdoor healthcare facilities were available					

F. Student Support

Item	5	4	3	2	1
1. There was an arrangement to provide guidance and counseling for academic improvement and to take special care of the weak students					
2. There were scholarships/ grants available to students in case of hardship.					
3. The students were encouraged to involve in co- curricular and extra-curricular activities.					
4. There was placement and career planning office in the university and/or department for maintaining communication with alumni and employers					
5. The placement and career planning office provided effective services to the graduating students					
6. Alumni support is available in internship and academic preparation					
7. There were opportunities and students were encouraged to get involve with community services					

G. Research and Extension

Item	5	4	3	2	1
1. The faculty/department has a policy and a program on research and development					
2. Adequate funds and facilities were provided to sustain undertaken policy and program					
3. Teachers were always eager to hunt research fund for smooth running of the research.					
4. Teachers encouraged and prepared students for engagement in research, scholarship and development.					
5. Research outputs were regularly published in reputed impact factor journal					
6. Research findings in the form of theses, monographs and publications were properly used in current teaching-learning.					
7. Research findings were patented and used for commercial purposes.					
8. The faculty/department was involved in community services with the developed technologies					

H. Staff

Item	5	4	3	2	1
1. The teachers in the department were well qualified					
2. Number of teachers was adequate to run the programs smoothly					
3. Supporting staffs in the laboratories and fields were adequate, efficient and supportive					
4. Academics had enough opportunity to take part in different training program for skill development					
5. Nonacademic staffs had enough opportunity to take part in different training program for skill development					
6. The faculty/department provided mentoring and formative guidance for new academic staff as part of its staff development program.					

9. What are the best aspects of your program?

10. What aspects of your program could be improved?

Annex 3
Program Self-Assessment
SURVEY QUESTIONNAIRE FOR STUDENTS

(To be filled by the Existing Students)

This form includes statements for self-assessment at program level. You as a graduating student are requested to give your sincere comment against each of the statements by putting a tick (√) mark. Your sincere evaluation will be helpful for correct assessment of the program so that next improvement plan may be undertaken. **Be honest!!**

Name of the program: _____

Department/Discipline: _____

Faculty/School: _____

University: _____

1. GPA/CGPA Earned

SSC	HSC	1 st year		2 nd year		3 rd year		4 th year		5 th year		CGPA
		Lev I	Lev II	Lev I	Lev II	Lev I	Lev II	Lev I	Lev II	Lev I	Lev II	
YGPA												

2. Number of classes held to complete the course

Number of Courses Completed by the responding student	Number of Classes held to complete the course	Number of courses
	Less than 15	
	16 to 20 Classes	
	21 to 25 Classes	
	26 to 30 Classes	
	31 to 35 Classes	
	36 and above	

3. Classes are mostly: Lecture based Interactive Both

4. Evaluate the following aspects of the program in terms capacity to provide quality education by marking “√” in the box of corresponding column according to the scale given:
 5–Strongly agree; 4–Agree; 3–Neutral; 2–Disagree; 1–Strongly disagree;

A. Governance

Area of Evaluation	5	4	3	2	1
1. Department provides written information in advance about the aims, objectives, learning outcomes, and methods of assessment of the program to the students.					
2. The department provides its student a conducive learning environment in which scholarly and creative achievements are nurtured					
3. Fairness and transparency of academic decisions at all levels are maintained					
4. Academic calendar is maintained properly					
5. Results at all levels are published according to the stipulated time mentioned in the ordinance					
6. Teachers are friendly and cooperative to the students and which made a positive impact over the teaching-learning environment					
7. Students' opinion regarding academic and extra-academic matters are treated properly					
8. Formal process using structured questionnaire to collect student feedback is in practice.					
9. Website is informative and students can use that in various purposes					

B. Curriculum

Area of Evaluation	5	4	3	2	1
1. Curriculum addresses the program objectives and program learning outcomes					
2. Curriculum in the program is too heavy and induces huge pressure					
3. Courses in the curriculum are structured and arranged properly					
4. Teaching strategies stated in curriculum are appropriate for achieving learning outcomes					
5. Assessment strategies are suitable and match to the learning outcomes					
6. The curriculum is effective in enhancing team-working abilities.					
7. The curriculum is effective in developing analytical and problem solving skills.					
8. The curriculum is effective in developing ICT & communication skills.					

C. Teaching-learning

Item	5	4	3	2	1
1. The department creates such a teaching-learning environment that inspired students to become life-long learner					
2. The teachers provides additional practical ideas from real life situation apart from the textbook					
3. The teachers remain available during the specified office hours and after class for consultations					
4. Teaching-learning approach is interactive and supportive for the achievement of the program learning outcomes					
5. Class size is optimum so that students could interact with the teachers and took the opportunity to participate and feedback for better teaching learning					
6. Technological devices are used as regular practice to improve teaching-learning process					
7. Teaching and learning strategies inspires students for their own learning and to achieve learning outcomes					
8. Diverse teaching-learning methods are used to achieve intended learning outcomes (ILOs)					
9. Lesson plans are designed addressing aims and objectives of each course that guides effective teaching-learning					

D. Assessment

Item	5	4	3	2	1
1. The frequency, methods and criteria of assessment, including the grading criteria are clearly communicated to students on the commencement of the term/semester					
2. Diverse methods and tools are used appropriately to assess the learning outcomes and competencies.					
3. The students are provided feedback on each assessment before the next one.					
4. Students' learning assessment procedures are maintained fairly.					
5. The content of examinations is representative of the course material					

E. Institutional structures and facilities

Item	5	4	3	2	1
1. Classrooms are good in number, well-spaced, well equipped and well maintained to ensure effective delivery					
2. Laboratories are good in number, well-spaced with relevant well off equipment, competent manpower and properly maintained for conducive teaching and learning					
3. The library has adequate and up-to-date reference materials that meet the academic research needs					
4. The library provides appropriate ICT-mediated reference materials					
5. Internet facilities with sufficient bandwidth capacity are available					
6. Adequate office room facilities along with relevant equipment and competent manpower are available to support the students' need					
7. Adequate indoor and outdoor healthcare facilities were available					

F. Student Support

Item	5	4	3	2	1
1. There is an arrangement to provide guidance and counseling for academic improvement and to take special care of the weak students					
2. There are scholarships/ grants available to students in case of hardship.					
3. The students are encouraged to involve in co- and extra-curricular activities.					
4. There is placement and career planning office in the university and/or department for maintaining communication with alumni and employers					
5. The placement and career planning office provides effective services to the graduating students					
6. Alumni support in internship and academic preparation					
7. There are opportunities and students are encouraged to get involve with community services					

G. Research and Extension

Item	5	4	3	2	1
1. The faculty/department has a policy and a program on research and development					
2. Adequate funds and facilities are provided to sustain undertaken policy and program					
3. Teachers are always eager to hunt research fund for smooth running of the research.					
4. Teachers encourage and prepare students for engagement in research, scholarship and development.					
5. Research outputs are regularly published in reputed impact factor journal					
6. Research findings in the form of theses, monographs and publications are properly used in current teaching-learning.					
7. Research findings are patented and used for commercial purposes.					
8. The faculty/department is involved in community services with the developed technologies					

H. Staff

Item	5	4	3	2	1
1. The teachers in the department are well qualified					
2. Number of teachers is adequate to run the programs smoothly					
3. Supporting staffs in the laboratories and fields are adequate, efficient and supportive					
4. Academics have enough opportunity to take part in different training program for skill development					
5. Nonacademic staffs have enough opportunity to take part in different training program for skill development					
6. The faculty/department provides mentoring and formative guidance for new academic staff as part of its staff development program.					

7. What are the best aspects of your program?

8. What aspects of your program could be improved?

Annex 4
Program Self-Assessment
SURVEY QUESTIONNAIRE FOR NON-ACADEMIC STAFFS

(To be filled by the non-academic staffs)

This form includes statements for self-assessment at program level. You as a non-academic staff are requested to give your sincere comment against each of the statements by putting a tick (√) mark on appropriate grade-column. Your sincere evaluation will be helpful for correct assessment of the program so that next improvement plan may be undertaken. **Be honest!!**

Name: _____ **Years of experience** _____

Department: _____ **Faculty:** _____

University: _____

- I. Evaluate the following aspects of the program in terms capacity to provide quality education by marking “√” in the box of corresponding column according to the scale given:
 5–Strongly agree; 4–Agree; 3–Neutral; 2–Disagree; 1–Strongly disagree;

A. Governance:

Item	5	4	3	2	1
1. Department provides a brochure to the students in advance consisting a comprehensive guidelines of the program					
2. Fairness and transparency of academic decisions at all levels are maintained					
3. The department provides its student a conducive learning environment in which scholarly and creative achievements are nurtured					
4. Academic calendar is maintained properly					
5. Results at all levels are published in compliance with the ordinance					
6. Documentations (decisions of committees, class attendance registers, questions, continuous assessment answer scripts, marks, examination results, students’ progress etc) are maintained properly					
7. Perfect evaluating system for nonacademic staffs’ performance is prevailing					
8. Teachers are friendly and cooperative to the staffs and which make a positive impact over the teaching-learning environment					
9. University has defined procedures for all activities performed					

B. Institutional structure and facilities

Item	5	4	3	2	1
1. Classrooms are good in number, well-spaced, well equipped and well maintained to ensure effective delivery					
2. Laboratories are good in number, well-spaced with relevant well off equipment and properly maintained for conducive teaching and learning					
3. Internet facilities with sufficient bandwidth capacity are available					
4. Adequate office room facilities along with relevant equipment and competent manpower are available					

C. Staff: Recruitment and development

Item	5	4	3	2	1
1. Nonacademic staffs are competent and responsive					
2. Nonacademic staffs have enough opportunity to take part in different training program for skill development					
3. The Faculty/Department has policy to complement non-academic staffs related to service, development and appraisal.					
4. The faculty/department provides mentoring and formative guidance for new non-academic staff as part of its staff development program.					
5. The recruitment and up-gradation policy is good enough and inspiring					
6. Competence, experience and sincerity are the only criteria for promotion and up-gradation					

D. Students support

Areas of Evaluation	5	4	3	2	1
1. The faculty/department maintains students' progress documents and offer appropriate developmental or remedial support to assist students who need such support					
2. The faculty/department maintains active linkages with its alumni and employers.					
3. Students have access to appropriate and adequate support services, such as physical, social, financial and recreational facilities, and counseling and health services.					
4. Students and staffs maintain a good relationship that makes teaching-learning environment healthy					

E. What are the major weaknesses you have observed in the department

F. Your suggestion to improve the teaching learning environment:

Annex 5
Program Self-Assessment
SURVEY QUESTIONNAIRE FOR ACADEMIC STAFF

(To be filled by the faculty members)

This form includes statements for self-assessment at program level. You as a teacher are requested to give your sincere comment against each of the statements by putting a tick (✓) mark on appropriate grade-column. Your sincere evaluation will be helpful for meaningful assessment of the program so that next improvement plan may be undertaken. **Be honest!!**

Name: _____ **Years of experience:** _____

Department/Discipline: _____ **Faculty/School:** _____

University: _____

1. Evaluate the following aspects of the program in terms capacity to provide quality education by marking “✓” in the box of corresponding column according to the scale given:
 5–Strongly agree; 4–Agree; 3–Neutral; 2–Disagree; 1–Strongly disagree;

A. Governance

Areas of Evaluation	5	4	3	2	1
1. Program aims, objectives and Learning outcomes are clear enough					
2. The program objectives and learning outcomes are periodically reviewed in consultation with stakeholders (students, alumni, employers, civil society organizations and international peers etc.)					
3. Peer observation, mentoring and feedback is in practice					
4. Department provides student handbook containing the program aims, objectives, learning outcomes, and methods of assessment of the students.					
5. Fairness and transparency of academic decisions at all levels are maintained					
6. Decision making procedure in the discipline/department is participatory					
7. The department provides student a conducive learning environment in which scholarly and creative achievements are nurtured.					
8. Academic calendar is maintained properly					
9. Results at all levels are published in compliance with the ordinance					
10. Documentations (decisions of committees, class attendance registers, questions, continuous assessment answer scripts, marks, examination results, students' progress etc) are maintained properly					

11. Definition of accountability lines for academic staff and non-academic staff is clear					
12. KPIs are well defined and well communicated					
13. Perfect evaluating system for teaching staffs' performance is prevailing.					
14. Students' opinion regarding academic and extra-academic matters are treated properly					
15. Teachers are friendly and cooperative to each other and which make a positive impact over the teaching-learning environment					
16. Internal quality assurance unit is working					

B. Curriculum Design and Review

Areas of Evaluation	5	4	3	2	1
1. Curriculum addresses the program objectives and program learning outcomes					
2. Inputs from the relevant stakeholders are taken into consideration in designing curriculum					
3. Curriculum consists course learning outcomes, content, teaching strategy and assessment strategy					
4. Curriculum evaluation is done regularly following appropriate procedures with the involvement of students, teachers and other stakeholders.					
5. Volume of curriculum in terms of study load is optimum for achieving learning outcomes.					
6. Stated teaching strategies are appropriate for achieving learning outcomes					
7. Assessment strategies are suitable and match to the learning outcomes					
8. Current curriculum is reviewed and updated regularly in consultation with the stakeholders (students, alumni, employers, civil society organizations and international peers etc.)					
9. Current curriculum is enough to develop students' creativity, positive attitude with ethical standard.					

C. Teaching Learning

Areas of Evaluation	5	4	3	2	1
1. Size of the class is good for better teaching learning					
2. Technological devices are available for use in teaching					
3. Students are sincere and committed to learning					
4. Teaching and learning strategies inspires students for their own learning					
5. Diverse teaching-learning methods are used to achieve intended learning outcomes (ILOs)					
6. Multiple techniques are used to develop communication skills					
7. Interactive teaching-learning approach supports the achievement of the program learning outcomes					
8. Co-curricular activities which enrich students' experiences, and foster personal development and responsibility are encompassed in teaching-learning process					
9. Lesson plans are designed addressing aims and objectives of each course that guides effective teaching-learning					

D. Learning Assessment

Areas of Evaluation	5	4	3	2	1
1. Both summative and formative assessment strategies are followed					
2. The frequency, methods and criteria of assessment, including the grading criteria are clearly communicated to students on the commencement of the term/semester					
3. Diverse methods and tools are used appropriately to assess the learning outcomes and competencies.					
4. The students are provided feedback on each assessment before the next one.					
5. The learning assessment methods ensure the validity, reliability, consistency					
6. The assessment system is reviewed at appropriate scheduled intervals.					
7. The review of the assessment system is done in consultation with external experts					

E. Structure and Facilities

Areas of Evaluation	5	4	3	2	1
1. Classrooms are good in number, well-spaced, well equipped and well maintained to ensure effective delivery					
2. Laboratories are good in number, well-spaced with relevant well off equipment and properly maintained for conducive teaching and learning					
3. The library has adequate and up-to-date reference materials that meet the academic research needs					
4. The library provides appropriate ICT-mediated reference materials					
5. Internet facilities with sufficient bandwidth capacity are available					
6. Adequate office room facilities along with relevant equipment and competent manpower are available					

F. Research & Extension Services

Areas of Evaluation	5	4	3	2	1
1. The faculty/department has a policy and a program on research and development					
2. Adequate funds and facilities are provided to sustain undertaken policy and program					
3. Teachers are always eager to hunt research fund for smooth running of the research.					
4. Teachers encourage and prepare students for engagement in research, scholarship and development.					
5. Research outputs are regularly published in reputed impact factor journal					
6. Research findings in the form of theses, monographs and publications are properly used in current teaching-learning.					
7. Research findings are patented and used for commercial purposes.					
8. The faculty/department is involved in community services with the developed technologies					

G. Students Supports

Areas of Evaluation	5	4	3	2	1
1. The faculty/department maintains students' progress documents and offer appropriate developmental or remedial support to assist students who need such support					
2. The faculty/department maintains active linkages with its alumni and employers.					
3. The faculty/department encourages the alumni to play a role in preparing the students for their professional future, and to provide linkages with industry and the professions.					
4. The faculty/department encourages the alumni to play a role in the development of the program.					
5. The faculty/department facilitates students' activities and student organization to gain basic managerial and leadership experience, to encourage character building, to inculcate a sense of belonging and responsibility, and to promote active citizenship.					
6. The faculty/department encourages students and provides adequate facilities to be involved in publication activities					
7. The faculty/department has a policy and programs for active student participation in areas that affect their welfare, for example, peer counseling, co-curricular activities, and community engagement.					
8. Students have access to appropriate and adequate support services, such as physical, social, financial and recreational facilities, and counseling and health services.					
9. There has a mechanism for students to minimize grievances and make appeals relating to student support services.					
10. Student support services are evaluated regularly to ensure their adequacy, effectiveness and safety.					
11. The faculty/department provides academic and career counseling to the students by qualified staff and issues with confidentiality					

H. Staff

Areas of Evaluation	5	4	3	2	1
1. Teachers work load in teaching and research is justified					
2. Academics have enough opportunity to take part in different training program for skill development					
3. Nonacademic staffs are competent and responsive					
4. Nonacademic staffs have enough opportunity to take part in different training program for skill development					
5. Teacher student ratio is justified					
6. The Faculty/Department has policy to complement academic staffs related to service, development and appraisal.					
7. The faculty/department provides mentoring and formative guidance for new academic staff as part of its staff development program.					
8. The faculty/department provides necessary training, tools and technology for self-learning, access to information and for communication to the academic staffs					

I. Process Control Internal (Quality Assurance and Continuous quality Improvement)


Areas of Evaluation	5	4	3	2	1
1. The faculty/department supports the University policies, procedures and mechanisms for regular reviewing and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement.					
2. The faculty/department develops a system to review its programs from time to time.					
3. The faculty/department has already initiated a review of the program, implement its recommendations, and record the achievements accomplished in the quality improvement of the program.					
4. The Dean or Head of the faculty/department plays a prominent role in the policy processes of the faculty/department.					
5. The faculty/department embraces the spirit of continual quality improvement taking into consideration past experiences, present conditions, and future possibilities.					
6. The faculty/department ensures that courses are taken by the teachers uniformly throughout the term					
7. The faculty/department always tries to maintain academic calendar					
8. The faculty/department ensures the culture as a usual practice for evaluation of the teachers by the students and its documentation					



2. Major weaknesses you have observed in the quality of your graduates

3. Your suggestion to improve the quality of graduates:

Annex 6

Program Self-Assessment REPORT FORMAT

<p>Chapter 1: Introduction</p> <p>1.1 Significance of program Self-Assessment</p> <p>1.2 Process of Assessment</p> <p>1.3 Overview of the university</p> <p>1.4 Mission and objectives of the university</p> <p>1.5 Overview of the program offering entity</p> <p>1.6 Intended Learning Outcomes of the program</p> <p>1.7 Graduate Profile</p> <p>1.8 Brief Description of the program(s) under review</p>
<p>Chapter 2: Governance</p> <p>2.1 Program Management</p> <p>2.2. Academic Documentation</p> <p>2.3 Peer Observation & Feedback Process</p> <p>2.4 Internal Quality Assurance Process</p> <p>2.5 Key Performance Indicators (KPIs)</p>
<p>Chapter 3: Curriculum Design & Review</p> <p>3.1 Need Assessment</p> <p>3.2 Curriculum Design</p> <p>3.3 Curriculum Review Process</p> <p>3.4 Curriculum Alignment /Skill Mapping</p> <p>3.5 Gaps in Curriculum : Adequacy to Meet the Needs</p>
<p>Chapter 4: Student</p> <p>4.1 Entry Qualifications</p> <p>4.2 Admission</p> <p>4.2 Progress and Achievement</p>
<p>Chapter 5: Teaching Learning and Assessment</p> <p>5.1 Teaching Methods</p> <p>5.2 Use of lesson Plan</p> <p>5.3 Technology integration</p> <p>5.4 Skill development Mechanism </p>
<p>Chapter 6: Staff</p> <p>6.1 Entry Qualifications</p> <p>6.2 Recruitment</p>

6.3 Staff Development
6.4 Key Performance Indicators 
Chapter 7: Physical Facilities
7.1 Classroom
7.2 Library facilities
7.3 Laboratory and field laboratories
7.4 Medical facilities
7.5 Other facilities
Chapter 8: Student Support Services
8.1 Co-curricular and Extra-curricular Activities
8.2 Academic Guidance and Counseling
8.3 Career & Placement
8.4 Alumni Services 
8.5 Community Services
Chapter 9: Research and Extension
9.1 Policy and program
9.2 Fund and facilities
9.3 Fund hunting
9.4 Dissemination of research findings
Chapter 10: Process Management and Continuous Improvement
10.1 Self-assessment
10.2 Improvement plan
10.3 Stakeholders feedback
10.4 Use of peer observation results
10.5 Use of all feedback
Chapter 11: SWOT Analysis
11.1 Strengths
11.2 Weaknesses
11.3 Opportunities
11.4 Threats
Chapter 12: Conclusion and Improvement Plan
12.1 Strategic plan for further improvement of the institution
12.2 Conclusion
Appendix

Annex 7
SURVEY FORM FOR PhD PROGRAMS OFFERING ENTITY

The following information is required for Departments in which a PhD program is offered.

1.	General Information:	
1.1	Name of the Department	
1.2	Name of the Faculty	
1.3	Date of initiation of PhD program	
1.4	Total number of academic journals subscribed in area relevant to PhD program.	
1.5	Number of Computers available per PhD student	
1.6	Total Internet Bandwidth available to all the students in the Department.	
2.	Faculty Resources:	
2.1	Number of faculty members holding PhD degree in the department.	
2.2	Number of approved PhD Advisors in the department.	
3.	Research Output:	
3.1	Total number of articles published last year in International Academic Journals that are authored by faculty members and students in the department.	
3.2	Total number of articles published last year in Asian Academic Journals that are authored by faculty members and students in the department.	
3.3	Total number of ongoing research projects in the department funded by different organizations	
3.4	Total Research Funds available to the Department from all sources.	
3.5	Number of active international linkages involving exchange of researchers/students/faculty etc. (Attach Details)	
4.	Student Information:	
4.1	Number of PhD degrees conferred to date to students from the Department during the past three academic years.	
4.2	Number of PhD students currently enrolled in the department.	
4.3	Ratio of number of students accepted to total number of applicants for PhD Program.	

5.	Program Information	
5.1	Entrance requirements into PhD Program (M.Sc. / MPhil) Indicate subjects or M.Sc. / MPhil	
5.2	Is your PhD program based on research only? (Y/N)	
5.3	Maximum number of years in which a PhD degree has to be completed after initial date of enrollment in PhD program.	
5.4	Total number of post M.Sc. (16 year equivalent) courses required for PhD	
5.5	Total number of MPhil level courses taught on average in a Term / Semester.	
5.6	Total number of PhD level courses taught on average in a Term / Semester.	
5.7	Do your students have to take/write:	
	a. PhD Qualifying examination (Y/N)	
	b. Comprehensive examination (Y/N)	
	c. Research paper in UGC approved Journal	
	d. Any other examination (Y/N)	
5.8	Total number of International examiners to which the PhD dissertation is sent.	
5.9	How is the selection of an examiner from technologically advanced countries carried out?	
5.10	Is there a minimum residency requirement (on campus) for award of PhD degree?	
6.	Additional Information	
6.1	Any other information that you would like to provide.	

Annex 8

GUIDELINES FOR EXTERNAL PEER-REVIEWERS

Introduction

1. The UGC through its QA Unit wishes to ensure that the peer-review process makes a full contribution to its quality assurance and accreditation process. In this context the role of the peer-reviewers is multifaceted and demanding. The reviewers can assist the universities to develop their quality assurance systems and for continual improvement of their standards.
2. This note offers guidance to the reviewers and other participants in the peer-review process on the standards of conduct expected.
3. The QA Unit will monitor and evaluate the effectiveness of the review process.

Code of Conduct

4. The reviewer is expected to:
 - Take all reasonable steps to know and understand the published quality assurance and accreditation process and in particular the methods of developmental engagements and accreditation.
 - Ensure that they remain up to date with any developments in the published method, including attending conferences and workshops arranged for peer-reviewers by the Unit.
 - Conduct their roles and activities in reviews in a way that fully respects the published method and protocols, including reaching justifiable evidence- based judgments.
 - Undertake their part in review in a way that respects the mission of the entity they are visiting and avoids bringing to the process any prejudices.
 - Show courtesy to all colleagues with whom they work in the review team and in the institution, including respect for their views and opinion.
 - Complete the assignment on time and to a high professional standard, drawing upon the hand book and the guidance provided in the review.
 - Respect the confidences shared in the course of the review, so that they do not divulge any information on the self-evaluation, the findings of the review team or the conduct of the review to any other university, any member of the public or the media.
 - Contribute a requested by the QA Unit, to the evaluation of the process by offering constructive comment of their experiences as a reviewer.
 - It is expected that peer reviewers will provide the entity with judgments basing on the review observations for all the QA areas and overall.

Annex 9

External Peer Review Report Format

<p>Chapter 1</p> <p>This chapter outlines the main principles of program review, lists the aspects under review and describes the peer review process.</p>
<p>Chapter 2</p> <p>In case of institutional review, provide a brief history of the University with vision & mission, Faculty/School/Institute and Department/Discipline and programs in offer.</p> <p>For program review report, provide a brief history of the University, Faculty/School/Institute and Department/Discipline and describe the program(s) offering entity and the program(s) in details being reviewed.</p>
<p>Chapter 3</p> <p>Aims, Learning Outcomes of the program(s) provided by the department in its Self-Assessment Report.</p>
<p>Chapter 4</p> <p>This is the main body of the report that summarizes the findings as the outcomes of the external peer review in each of the aspects of self-assessment.</p> <p>This chapter should:</p> <ul style="list-style-type: none"> • Clearly highlight the strengths and good practices found by the reviewers in each aspect; • Clearly describe any weaknesses identified by the team; and • Identify the possibilities and scope of further improvements.
<p>Chapter 5</p> <p>In this chapter the review team will provide the concluding remarks and specific recommendations for further improvement and overcome the limitations of the program offering entity. The review team will also provide judgments on overall performance of the entity specifying the judgments for of each aspect of self-assessment following the sample format and rating scale given in the annexes 10 & 11 respectively.</p>
<p>In addition, the review report must be signed by the review team members with acknowledgement and affirmation.</p>

Annex –10 JUDGEMENTS

Based on the observations during the peer review visit by the Review Team following aspects were judged using the given rating scale:

Aspects Reviewed	Judgment Given	Numerical Weight
Governance		
Curriculum Design and Review		
Physical Facilities		
Student: Admission Progress and Achievements		
Teaching and Learning		
Assessment of Student Performance		
Student Support Services		
Staff and Facilities		
Research and Extension		
Process Management for Continual Improvement		
Total		

Final Score	Overall Judgment
0 – 15	Unsatisfactory
16-25	Poor
26-35	Good
36-45	Very Good
46-50	Excellent

Considering the judgments given for the different QA aspects, the Review team is able to give an overall judgment of for Department of....., University of

Annex 11

Rating Scale

Rating	Description
5 (Excellent)	There are clear and documented policies, procedures and strategies, which are consistently followed across the program offering entity or institution. Conformance to these policies, procedures or strategies is being monitored and action taken for improvement.
4 (Very Good)	There are clear and documented policies, procedures and strategies, which are mostly followed . Conformance to these policies, procedures or strategies is being monitored and action taken for improvement.
3 (Good)	Some form of process takes place , but policies/procedures/strategies are not clearly stated or documented . Adherence and monitoring takes place but are not consistent .
2 (Poor)	Process takes place in isolation . There is no clear policies/procedures/strategies guiding the implementation of the process. Monitoring is not consistent.
1 (Unsatisfactory)	No evidence of any policy/procedure/strategies . Process or action takes place on ad-hoc basis when necessary.

Annex – 13

Checklist for Program Review

<p>Governance</p> <ul style="list-style-type: none"> • Students are being informed in advance about the aims, objectives, learning outcomes of the program. • Students are being informed in advance about methods of assessment in each course. • Entity provides environment and nurtures for scholarly and creative achievements. • Compliance to the academic calendar. • Stakeholders opinions are considered with due importance for academic development. • Processes like, timely publishing of results, regular updating of website work properly
<p>Curriculum Design, Content and Review</p> <ul style="list-style-type: none"> • Curriculum is need based. • Courses are designed according to curriculum objectives and learning outcomes. • Curriculum provides adequate opportunity to achieve intellectual and transferable skills. • Facilitates the progress to further study and research. • Facilitates involvements in extra and co-curricular activities • Curriculum is reviewed periodically in compliance to the ordinance of the university. • Views of different stakeholders – alumni, students, employers and external experts are accommodated duly. • Reasons for addition, deletion of courses and any changes in content are based on emerging demand of situation and duly documented.
<p>Student: Admission, Progress and Achievements</p> <ul style="list-style-type: none"> • Recruitment process of the students to the program. • Nexus (connections) between student and program in terms of student entry qualifications and program requirements • Student attitude to the programs. • Documentation of (work and statistics) of achievement of ILOs by the students. • Extent of transfer of students to other programs. • Relation between expectation and achievement of ILOs. • External examiners observations on level of student achievements considered duly. • Student satisfaction with regard to their achievement.
<p>Physical Facilities</p> <ul style="list-style-type: none"> • Space, environment and equipment in the classroom. • Sufficient number of books and journals including recent ones, internet access to e-books and e-journals, automation, reading environment and other facilities in the library.

- Sufficient spaced laboratories, required equipment, supply of consumable items, competent staff well maintenance in the laboratory and field laboratories.
- Available, adequate, indoor and outdoor healthcare facilities
- Sports and game facilities
- Other facilities

Teaching-learning and Assessment

- Teachers' and students' quality for achieving ILOs.
- Clearness of ILOs to the students and teachers.
- Effectiveness of teaching-learning for achieving ILOs.
- Teaching- learning environment.
- Technological devise used in teaching.
- Use of lesson plan
- Pedagogical strategy follows in the classroom.
- Clearness of assessment methods to the students and teachers.
- Fairness of assessment strategies.
- Effectiveness of assessment methods for testing attainment of learning objectives

Student support services

- Guidance and counseling for academic improvement.
- Encouragement in co- & extra-curricular activities.
- Office facilities for placement and career planning.
- Alumni association for alumni services.
- Involvement community services.

Extent and use of student Feedback

- Effective methods used for collecting student feedback
- Student body or association plays positive role in quality education.
- Evidence that action is taken on students feedback obtained.
- Evidence that student views on quality learning are sought
- Satisfaction of the students.

Postgraduate studies

- Research student numbers and completion rate.
- Availability of funding and facilities for research students
- Adequacy of qualified and competent staff
- Availability of supervisors and time given to the students
- Adequate support and guidance to the students

Peer Observation

- Whether satisfactory procedures are used in observing teaching
- Monitoring the quality of teaching
- External examiners' suggestions in practical examinations are considered duly.

Research and Extension

- Existence of policy and program on research and development
- Process of policy and program planning on research and development
- Funds and facilities are provision to sustain undertaken policy and program
- Frequent hunting of research funds for smooth running of the research by the teachers.
- Engagement of students in research, scholarship and development
- Regular publication of research outputs in reputed impact factor journal
- Proper use of research findings in current teaching-learning
- Patenting and commercial use of research findings
- Involvement of teachers and students in community services with developed technologies

Academic Guidance and Counseling

- Academic guidance and counseling is in practice
- Time for academic guidance and counseling is enough
- Faculty members are have reasonable training or orientation for effective academic guidance and counseling
- Students level of satisfaction about academic guidance and counseling

Continuous Improvement

- Self-assessment is periodically done.
- Improvement plans are designed according to the recommendations of the peer reviewer and executed duly.
- Stakeholders (students, alumni and employers) feedback is regularly taken and considered duly.
- Whether the formal **outcomes of peer observation** used for improvement
- Use of peer observation results in performance appraisals for both academic and nonacademic staffs.
- Teaching performance evaluation by the students on a regular basis are in practice
- Skills Development: Subject skills and personal skills
- Generic skills have been identified and included in the curriculum
- Definition of intended learning outcomes, graduate profile and desired skills are consistent
- A comprehensive skill development mechanism is in place