

**Quality Assurance in Higher Education Training  
Program in Kuala Lumpur, Malaysia  
for  
Capacity Building IQAC, QAU, HEQEP, UGC**

# **Report**

November 2015

**Prof. Dr. Md. Hazrat Ali**  
Director  
Institutional Quality Assurance Cell (IQAC)  
Chittagong University of Engineering & Technology (CUET)

**1. Introduction:**

Education is the key to the growth, development and success of a nation. Quality higher education system sets the pulse for all levels of education. Current Global Challenges (in a nutshell): access, equity, quality education and sufficiency of training in STEM, meeting labour market demands, capacity building, managing for-profit private institution, diploma, etc. The workshop is designed to cater the needs of the Directors and Additional Directors of IQAC at public and private Universities in Bangladesh in order to improve their professional and managerial competencies through imparting knowledge and skills to implement QA culture in higher education of Bangladesh.

**2. Objective of Workshop Training:**

The workshop aims to provide participants with a good grounding in selected QA areas and includes outcome based education, governance and governance and research and publications.

**3. Course Duration:**

09 November – 20 November, 2015

**4. Course Organizer:**

Edu Leads Consultants (M) Sdn. Bhd  
10-01 Cameron Towers, Gasing Heights  
Jalan 5/58B, 46000 Petaling Jaya  
Malaysia

**5. Venue:**

Anggerik Suite 1 & 2 and Teratai Suite 1 & 2  
Hilton Hotel  
Petaling Jaya, Malaysia

**6. Travel and Accommodation:**

Edu Leads Consulting provided quality transport (AC Bus) to and from KLIA. The same bus was used for Tour purposes also. The accommodation was provided at PJ Hilton Hotel on a twin sharing basis, which came with breakfast.

**7. Course Content:**

The workshop contents are (i) Introduction to Workshop and Introduction to Quality Assurance; (ii) Outcome Based Education, (iii) Curriculum Design and Delivery & Use of ICT in Teaching and Learning, (iv) Research and Publications in HE: funding, collaboration, post graduate programs & Publications, (v) Quality Assurance Challenges for an Institution: Internal Quality Assurance, (vi) Visit to University of Malaya (UM) and Malaysian Qualifications Agency (MQA), (vii) HE: Governance and Challenges, (viii) Significant QA Areas, (ix) Identifying QA Challenges for an

Institution, (x) Visit to Asia Pacific University and Visit to Ministry of Higher Education, (xi) Recap of Workshop and Action Plan for the Future. The detailed of which may be found in Item 8, Col. 4 (Learning Points).

## 8. Daily Academic Activities:

Date and Time	Topic & Speaker	Training Methodology	Learning Points	Lesson Learnt	Field of Application
<b>Day-1</b> 09/11/15 (Mon) 09:00- 05:00	Introduction to Workshop and Introduction to Quality Assurance  <b>Assoc Prof Dr Rozilini Chung</b> Vice president (QA) HELP Univ.	<ul style="list-style-type: none"> <li>●Lecture</li> <li>●Q &amp; A</li> <li>●Exercise</li> <li>●Group work</li> <li>●Presentation</li> </ul>	<ul style="list-style-type: none"> <li>-Workshop outline, Workshop coverage,</li> <li>-time schedule,</li> <li>-agreement,</li> <li>-Documents referred</li> <li>-Definition of quality, - current global quality system,</li> <li>- mechanism trends and lesson,</li> <li>-CQI,</li> <li>- Global QA Mechanism Trends</li> <li>-Quality Cycle and International quality standards</li> </ul>	<ul style="list-style-type: none"> <li>-Inducing to the training</li> <li>- Quality assurance is a must for HE in Bangladesh</li> </ul>	<ul style="list-style-type: none"> <li>-Organizing QA workshop/ training for IQAC and program</li> <li>-QA in IQAC &amp; SA in Program level</li> </ul>
<b>Day-2</b> 10/11/15 (Tues) 09:00– 05:00	Outcome Based Education  <b>Mohamed Nadzri Mohd Yusoff (Hj.)</b> UiTM, MARA	<ul style="list-style-type: none"> <li>●Lecture</li> <li>●Example</li> <li>●Exercise</li> <li>●Quiz</li> <li>●Q &amp; A</li> <li>●Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Writing Learning Outcomes (LO1-LO9)</li> <li>- WRITING PROGRAMME EDUCATIONAL OBJECTIVES (PEO1-PEO4)</li> <li>- WRITING PROGRAMME LEARNING OUTCOMES(PLO1-PLO9)</li> <li>- WRITING COURSE LEARNING OUTCOMES (CLO) with 3 componets, eg., (i) Active Verb, (ii) Condition, (iii) Standard</li> <li>- Bloom’s Taxonomy of Learning (Cognitive, Affective, Psychomotor)</li> <li>- Writing CLO that addresses LO/ PLO</li> <li>- Mapping Outcomes and Assessment</li> <li>- Mapping PLO to PEO</li> <li>- Mapping CLO to PLO</li> <li>- Constructive Alignment (CA)</li> <li>- Relationship between Assessment and Learning</li> <li>- TYPES OF ASSESSMENTS (FORMATIVE, CONTINUOUS,</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the components in an outcome statement</li> <li>- Write effective learning outcomes for different taxonomy level of the cognitive, psychomotor and affective domains based on 3 components</li> </ul>	<ul style="list-style-type: none"> <li>- Organizing workshop/training for IQAC and SAC, students</li> <li>- QA in IQAC in Program levels</li> </ul>

			SUMMATIVE)		
<b>Day-3</b> 11/11/15 (Wed) 09:00-05:00	Curriculum Design and Delivery & Use of ICT in Teaching and Learning  <b>Dr. Fay Patel</b> International HE Consultant, Queensland, Australia	<ul style="list-style-type: none"> <li>●Lecture</li> <li>●Q &amp; A</li> <li>●Exercise</li> <li>●Group work</li> <li>●Presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Establish norms of engagement</li> <li>- Exploring a mental model</li> <li>- Globalization, glocal and glocalized</li> <li>- Globalization of Learning</li> <li>- Shared understanding in the global sphere</li> <li>- Critical concerns in technology-enabled learning</li> <li>- Pedagogical dimensions for Effective Online Learning</li> <li>- Partnership in technology-enabled learning</li> <li>- Participatory, community based models</li> <li>- Quality assurance : Design, online educators, accreditation</li> <li>- Empowerment &amp; Sustainable Education Development</li> <li>- Curriculum design and ICT integration</li> </ul>	<ul style="list-style-type: none"> <li>- Globalization of Learning</li> <li>- QA: Design and accreditation</li> <li>- Sustainable education development and empowerment</li> <li>- ICT integrated curriculum design</li> </ul>	<ul style="list-style-type: none"> <li>- Organizing workshop/training for QA culture of IQAC, SAC, Univ/UGC/MoE authorities</li> </ul>
<b>Day-4</b> 12/11/15 (Thurs AM) 09:00-01:00	Research and Publications in HE: funding, collaboration, post graduate programs & Publications  <b>Faridah Noor Mohd Noor, PhD</b> Assoc. Prof. & Director Centre for Civilisation Dialogue, Univ. of Malaysia	<ul style="list-style-type: none"> <li>●Lecture</li> <li>●Q &amp; A</li> <li>●Exercise</li> <li>●Group work</li> <li>●Presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Research for the academics</li> <li>- Steps to take for the way forward</li> <li>- Objectives of Self-Assessment Exercise on research</li> <li>- Evaluating the existing system</li> <li>- Reaching out to the community</li> <li>- Evaluate institution's extension services</li> <li>- Provide guidelines or directions to improve research at institution for strategic planning</li> <li>- Objectives of Self-Assessment Exercise on publications</li> <li>- Provide guidelines or directions to the University for strategic planning on publications</li> </ul>	<ul style="list-style-type: none"> <li>- Self-assessment exercises on Research and Publication</li> <li>- Recommend guidelines to authorities for strategic planning on research and publications</li> </ul>	Organizing workshop/training for QA culture of SAC, Head of entities, Univ/UGC/MoE authorities
<b>Day-4</b> 12/11/15 (Thurs PM)	Quality Assurance Challenges for an Institution: Internal Quality Assurance	<ul style="list-style-type: none"> <li>●Lecture</li> <li>●Q &amp; A</li> <li>●Exercise</li> <li>●Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Practices in IQA</li> <li>- Appreciate challenges</li> <li>- Link between quality and higher education providers</li> </ul>	<ul style="list-style-type: none"> <li>- IQA, Role of HEIs, Stakeholders interest in QA</li> </ul>	Organizing workshop/training for QA culture of SAC,

02:00-05:00	<b>Prof Zita Mohd Fahmi</b> QA Special Consultant MQA	●Presentation	<ul style="list-style-type: none"> <li>- Role of HEIs</li> <li>- Stakeholders interests and investment in Quality of Higher Education-they</li> <li>- National Policies set the Quality Framework</li> <li>- Quality Assurance System in Malaysia</li> <li>- EQA and IQA</li> <li>- Establishing an IQA system</li> <li>- IQA Units</li> <li>- CQI Cycle – PDCA/Deming’s Cycle</li> <li>- Ensuring Program quality ( apply PDCA)</li> <li>- IQA- Quality Assessment</li> <li>- Building Quality Culture Through SAR Practices</li> </ul>	<ul style="list-style-type: none"> <li>- Establishment of IQA system</li> <li>- Ensuring program quality</li> <li>- QA and building QA through SAR practices</li> </ul>	Head of entities, Univ/UGC/MoE authorities
<b>Day-5</b> 13/11/15 (Fri) 09:00-05:00	Visit to University of Malaya (UM) and Malaysian Qualifications Agency (MQA)  <b>Director QMEC, UM</b>	<ul style="list-style-type: none"> <li>●Lecture</li> <li>●Q &amp; A</li> <li>●Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- QA culture at UM</li> <li>- Plans/Strategies adopted at UM for QA culture</li> <li>- UM Program accreditation rules</li> <li>- MQA quality assurance documents</li> <li>- ISO Certification</li> </ul>	<ul style="list-style-type: none"> <li>- Implementation techniques of QA culture</li> </ul>	Organizing workshop/training for QA culture of SAC, Head of entities, Univ/UGC/MoE authorities
Day-6 (Sat) 14/11/15	<b>Weekly Holidays</b>				
Day-7 (Sun) 15/11/15					
<b>Day-8</b> 16/11/15 (Mon)	HE: Governance and Challenges  <b>Prof. Christine Ennew</b> Provost and CEO University of Nottingham, Malaysia	<ul style="list-style-type: none"> <li>●Lecture</li> <li>●Q &amp; A</li> <li>●Exercise</li> <li>●Group work</li> <li>●Presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Layers of Governance</li> <li>- Higher Education: National and Global Relevance</li> <li>- HE Strategy and Governance: National and institutional Perspectives with UK &amp; Malaysian Examples</li> <li>- Organization of the Univ.</li> <li>- Mission &amp; Vision of Univ.</li> <li>- Issues and Challenges</li> <li>- Future Challenges for Higher Education with Asian Examples</li> </ul>	<ul style="list-style-type: none"> <li>- Governance and challenges in HE</li> <li>- Strategy to overcome HE issues and challenges</li> </ul>	Organizing workshop/training for IQAC, SAC, Head of entities, Univ/UGC/MoE authorities
<b>Day-9</b> 17/11/15 (Tues)	Significant QA Areas  <b>Prof. Andy Seddon</b> Dean QA and Partnerships Asia Pacific Univ., Malaysia	<ul style="list-style-type: none"> <li>●Lecture</li> <li>●Q &amp; A</li> <li>●Exercise</li> <li>●Group work</li> <li>●Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting with Industry</li> <li>• Innovation and entrepreneurship</li> <li>• Student support</li> <li>• Professional development</li> <li>• Experiences in UK and Malaysia</li> </ul>	<ul style="list-style-type: none"> <li>- QA culture in line with industry, Innovation and entrepreneurship, student supports, professional development</li> </ul>	Organizing workshop/training for Students, SAC, Head of entities, Univ. authorities

			<ul style="list-style-type: none"> <li>• Key features of Programs of APU</li> </ul>	with UK and Malaysian Examples	
<b>Day-10</b> 18/11/15 (Wed)	Identifying QA Challenges for an Institution  <b>Assoc Prof Dr Rozilini Chung</b> Vice president (QA) HELP Univ.	<ul style="list-style-type: none"> <li>●Lecture</li> <li>●Q &amp; A</li> <li>●Exercise</li> <li>●Group work</li> <li>●Presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Institutional SA</li> <li>- SA Criteria</li> <li>- External Peer Review (EPR)</li> <li>- EPR: Key Features</li> <li>- EPR: Reviewers' Attributes</li> <li>- Guidelines for Peer Assessment</li> <li>- The EPR Report: Production</li> <li>- Group Work Plan/Strategy/Challenges</li> </ul>	<ul style="list-style-type: none"> <li>- SA criteria and EPR key features and production procedure</li> <li>- Institutional challenges</li> </ul>	Organizing workshop/training for IQAC, SAC, Head of entities, Univ/UGC/MoE authorities
<b>Day-11</b> 19/11/15 (Thurs)	<ul style="list-style-type: none"> <li>- Visit to Asia Pacific University</li> <li>- Visit to Ministry of Higher Education</li> <li>- Putrajaya Tour</li> <li>- Workshop Dinner</li> </ul> <b>Prof. Andy Seddon (APU) &amp; Prof. Siti Hamishah (MOHE)</b>	<ul style="list-style-type: none"> <li>●Lecture</li> <li>●Q &amp; A</li> <li>●Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- QA culture at APU</li> <li>- Visit to APU facilities</li> <li>- Vision, mission rules &amp; regulations, Challenges and implications of MOHE</li> <li>- Visit to Mosques, PM Office at Putra Jaya and Cruise</li> <li>- Attend to Workshop Dinner</li> </ul>	<ul style="list-style-type: none"> <li>- QA practices at APU and MOHE</li> </ul>	Organizing workshop/training for SAC, Head of entities, Univ/UGC/MoE authorities
<b>Day-12</b> 20/11/15 (Fri)	<ul style="list-style-type: none"> <li>- Re-cap of Workshop and Action Plan for the Future</li> <li>- End of Workshop</li> <li>- Awarding Certificates</li> </ul> <b>Assoc Prof Dr Rozilini Chung</b> Vice president (QA) HELP Univ.	<ul style="list-style-type: none"> <li>●Lecture</li> <li>●Q &amp; A</li> <li>●Exercise</li> <li>●Group work</li> <li>●Presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion on few submitted audit reports</li> <li>- Recap of whole workshop</li> <li>- Individual participant presentation</li> <li>- Awarding certificates</li> <li>-Group Photo</li> </ul>	<ul style="list-style-type: none"> <li>- QA culture, issues and challenges</li> </ul>	Organizing workshop/training for IQAC, SAC, Head of entities, Univ/UGC/MoE authorities
<b>Day-13</b> (Sat) Departure	-	-	-	-	-

### 9. Study Tour/Visit:

- Visit to University of Malaya (UM)
- City Tour
- Visit to Asia Pacific University (APU)
- Visit to Ministry of Higher Education (MOHE)
- Visit to Putra Jaya

**10. Other Activities:**

- Personal tour to Genting Highland, Malaysia
- Personal city tour

**11. Achievements:**

In sum, it is hoped that the training program will help transform the prevailing QA situations at different universities in Bangladesh. The program will lead the Directors and Additional Directors to operate the University Administration, Financial Management, Public Procurement Rules, Management Concept, QA culture, Self-Assessment, related issues and challenges and implement proper decision for effective and efficient continuous quality improvement in higher education. Upon the completion of the workshop the participants are able to analyze critically the Self-Assessment Report (SAR); identify the key aspects of SAR for peer observation and gather information from the stakeholders; identify the strengths and weaknesses of the assessed programs; provide needful commendations and recommendations for further improvements; and judge properly based on rating scale.

**12. Recommendations:**

- Be patience and sincere in improving Quality Education at University
- Motivate all colleagues, students, authorities about the need for Quality Assurance
- Arrange adequate workshop/training for IQAC, SAC, Faculty members and supporting staff, university authority and students
- Enhance infrastructure for quality teaching & learning, research and extension
- Ensure significant incentives for quality research, publications and patents
- The university/UGE/MoE authorities must ensure adequate funds for sustainable QA culture at University level

**13. Annexure:****(i) Participants List**

SI	Name & Address	Email	Cell	Mobile in Malaysia	Passport	Expiry date	Room
1	Zehad Pervez Director, IQAC Patuakhali Science & Technology University	<a href="mailto:zehadpervez@yahoo.com">zehadpervez@yahoo.com</a>	01921818281	0192818281	BH 0411329	29-08-2020	812
2	Md.Asaduzzaman Khan Director . Sher-e-Bangla Agricultural University	<a href="mailto:makhan_sau@ymail.com">makhan_sau@ymail.com</a>	01552498705	0104356599	BH 0254473	15-08-2020	712
3	Prof. Dr.Md.Hazrat Ali Director, IQAC Chittagong University of Engineering &Technology	<a href="mailto:pdrmhali@gmail.com">pdrmhali@gmail.com</a>	01819783779	0104357073	BB 0305306	28-05-2019	706
4	BikashChandra Sarker Additional Director, IQAC, Hajee Mohammad Danesh Science and Technology University, Dinajpur	<a href="mailto:bikash@hstu.ac.bd">bikash@hstu.ac.bd</a>	01715057609	0104360409	OC 3054901	15-09-2018	812
5	Prof.Md.Shafiqul Islam Director, IQAC Bangabandu Sk. Mojib Medical University, Shahbagh, Dhaka	<a href="mailto:profshafiqul@yahoo.com">profshafiqul@yahoo.com</a>	01711843740	0104356603	OC 7107384	19-11-2019	712
6	Md.Jamal Uddin Bhuiyan	<a href="mailto:bhuiyanmju.dpp@sau.ac.bd">bhuiyanmju.dpp@sau.ac.bd</a>	01711263211	0104356594	BH 0312664	19-082020	818

	Additional Director, IQAC Sylhet Agricultural University						
7	Prof. Md. Rafiqul Islam Director, IQAC Bangladesh University of Engineering & Technology	rafiqis@gmail.com	01817571911	0176208351	BH0547931	09-09-2020	706
8	Obydullah AL Marjuk Additional Director, IQAC Independent University, Bangladesh (IUB)	marjuk@iub.edu.bd	01917009228	01128882585	BC0779363	25/11/2019	912
9	KMN Sarwar Iqbal Director, IQAC International University of Business Agriculture and Technology	kiqbal@iubat.edu	01716455958	0169222724	BH 024 7214	16-08-2020	808
10	Kazi Khaled Shams Chisty Additional Director, IQAC International University of Business Agriculture and Technology	chisty@iubat.edu	01715372253	0169222724	AE-2121392	25-11-2017	808
11	ANM Ahmed Ullah Ad. Director, IQAC South East University	ullah_text@yahoo.co.uk	01717177867	01111334923	AB 4332753	04-08-2016	920
12	Md.Raisul Islam Sourav Additional Director, IQAC Dhaka International University	sourav.mollick@gmail.com	01912298126	01121256025	AG 8270977	25-08-2018	318
13	Dr. Mohammad Jafor Sadeq Director, Asian university of Bangladesh	jafarsadeq@gmail.com	01911382900	-			318
14	Shahidur Rahman Additional Director, IQAC BRAC University	shahidur@bracu.ac.bd	01799089485	-	M7162566	02-07-2017	912
15	Prof.Md.Fokhray Hossain PhD Additional Director, IQAC Daffodil International University	drfokhray@daffodilvarsity.edu.bd	01713493250	0104356598	BA 0797260	01-04-2019	920
16	Dr Abu Naser Chowdhury Ad. Director, IQAC University of Asia and Pacific	naser.chowdhury@gmail.com naser-ce@uap-bd.edu	01753850339	0167691495	AA6585893	12-12-2016	818
17	Md. AminulHoque Deputy Director, Quality Assurance Unit, University Grants Commission of Bangladesh	aminulnaem@gmail.com aminul_hoq@yahoo.com	01760941771	01128578479	OC 4119599	15-02-2020	810
18	Md.Farhadul Islam Bhuyan Program Officer, HEQEP	farhad_117@hotmail.com	01716472856	01139987975	OC 3146679	04/10/2020	810

## (ii) Facilitator List

Sl	Name & Address
1	<b>Assoc Prof Dr Rozilini Chung</b> Vice president (QA) HELP Univ.
2	<b>Mohamed Nadzri Mohd Yusoff (Hj.)</b> UiTM, MARA
3	<b>Dr. Fay Patel</b> International HE Consultant, Queensland, Australia
4	<b>Faridah Noor Mohd Noor, PhD</b> Assoc. Prof. & Director Centre for Civilisation Dialogue, Univ. of Malaysia
5	<b>Prof Zita Mohd Fahmi</b> QA Special Consultant MQA
6	<b>Director</b> QMEC, UM

7	<b>Prof. Christine Ennew</b> Provost and CEO University of Nottingham, Malaysia
8	<b>Prof. Andy Seddon</b> Dean QA and Partnerships Asia Pacific Univ., Malaysia
9	<b>Prof. Siti Hamishah (MOHE)</b>

- (iii) List of Group Activities  
Please see attached files
- (iv) List of Documents Supplied  
Please see attached files
- (v) Selected Photos  
Please see attached file
- (vi) Submitted Audit Report  
Please see below

**Self-Assessment Report (SAR) by Prof. Dr. Md. Hazrat Ali, Director, IQAC, CUET**

## Introduction

The Academic Audit 2015 of the Department of Management Studies (DMS) is carried out as a case study. The *Assessor* expresses his appreciation to the Dean of the Faculty of Business Administration and Head of the Department and Assoc. Prof. Dr. Rozilini M Fernandez-Chung for their cooperation and supports provided in the form of hard copy to carry out the case study.

**Assessor : Prof. Dr. Md. Hazrat Ali**  
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## Background

The Department of Management Studies (DMS) introduced 4-year BBA program and one year MBA program in the academic year 1996-97. By awarding BBA and MBA degrees to the students, the Department intends to provide necessary skills required to perform activities of a position as fresher in any organization and/or to start a business as entrepreneur. The Department

has 27 academic staff as in 2010, out of which 24 are full time with 8 Ph. D. holders; and the rest are Master degree holders. The numbers of actually serving full time academic staff is 22. The numbers of Professors, Associate Professors, Asst. Professor, Lecturers and supporting staff are not mentioned. The Department has 549 students as in 2010 with first year enrollment of 130.

### **Audit Findings**

The assessor reviewed eight relevant Quality Assessment Areas in line with IQAC OM and IQACF OM, UGC, Bangladesh. It involved the review of documents supported by interviews with 4 groups of stakeholder, e.g., academic staff, student, alumni and employer. The self-assessment (SA) exercise included eight criteria; namely; (i) Governance: Organization and Management, (ii) Program Curriculum Design, Content and Review, (iii) Teaching, Learning and Assessment Method, (iv) Institutional Structure and Facilities, (v) Staff: Faculty & Non-academic, (vi) Student Support, Counseling and Development, (vii) research & Extension, and (viii) Process Control, to evaluate the BBA and MBA programs of the Department of Management Studies. The findings are listed below in forms of *commendations* (where things are done well), *affirmation* (where actions are underway for improvement) and *recommendations* (areas for further improvement).

### **Academic Quality**

The findings on academic quality are listed below in the form of ‘Commendations’, ‘Affirmations’, and ‘Recommendations’.

#### *Commendations*

##### (i) Governance: Organization and Management

- The assessed parameters, such as, mission, goals, objectives, teaching-learning and research, administration, etc. of the University/Faculty/Department are clearly cited.
- The Dean, Head and his team members are considered suitably qualified and have relevant experiences, but the academic staff members are not sufficient in number.
- 3.8%, 66%, 86.2% and 41.8% respondents of the Faculty Group, Student Group, Alumni Group and Employer Group, respectively, mentioned that the program governance with respect to organization and management were good, while 92.3%, 34%, 13.8% and 48.4% of these groups respectively mentioned that improvements were needed. The respondents’ overall opinions regarding poor, excellent or very good were found to be less than 2 percent.

##### (ii) Program Curriculum Design, Content and Review

- The curriculum design, periodical review of curriculum, stakeholders’ involvement in the process, course load and program outcomes (PO) are considered explicitly.
- 61.5 %, 77.3%, 71.2% and 40.2% respondents of the Faculty Group, Student Group, Alumni Group and Employer Group, respectively, mentioned that the Program Curriculum Design, Content and Review were good, while 38.5 %, 22.7%, 22.5% and 40.2% of these groups respectively mentioned that improvements were needed.

##### (iii) Teaching, Learning and Assessment Methods

- There is a poor academic staff-student ratio in the Department; Academic 1:25.
  - 42.3%, 78.0% and 63.8% respondents of the Faculty Group, Student Group and Alumni Group, respectively, mentioned that the Teaching, Learning and Assessment Methods were good, while 57.7%, 21.3% and 30.0% of these groups respectively mentioned that improvements were needed.
  - Students have sufficient access to class rooms, seminar library, computer laboratory, and faculty members' rooms.
  - Academic staff members are suitably qualified and have requisite experience for the current need.
- (iv) Institutional Structure and Facilities
- The assessed parameters, such as, class room facilities, library facilities, laboratory facilities, ICT facilities, sport facilities, financial resources, transport facilities, medical facilities, residential facilities, research facilities and security facilities of the University/Faculty/Department are clearly cited.
  - 0.0%, 24.0%, 66.2% and 60.7% respondents of the Faculty Group, Student Group, Alumni Group and Employer Group, respectively, mentioned that the Institutional Structure and Facilities were good, while 100.0%, 74.7%, 33.8% and 34.4% of these groups respectively mentioned that improvements were needed.
- (v) Staff: Faculty & Non-academic
- This criterion describes basic qualification, remuneration, staff development, support service, career development, recruitment of non-academic staff and development.
  - 0.0%, 26.7%, 51.2% and 59.0% respondents of the Faculty Group, Student Group, Alumni Group and Employer Group, respectively, mentioned that the Faculty & Non-academic staff issues were found good, while 100.0%, 63.3%, 45.0% and 35.2% of these groups respectively mentioned that improvements were needed.
- (vi) Students Support, Counseling and Development
- In this criterion of the program assessment, student enrollment procedure, progress in the program, achievement, attributes, academic guidelines and counseling, periodic review of the selection procedure, students' rights, and students' feedback are considered.
  - 19.2%, 47.3%, 61.2% and 61.5% respondents of the Faculty Group, Student Group, Alumni Group and Employer Group, respectively, mentioned that the Student Support, Counseling and Development issues in the Department were found good, while 80.8%, 52.0%, 35.0% and 32.8% of these groups respectively mentioned that improvements were needed.
- (vii) Research & Extension
- Research findings, research project management, research publications, consultancy services and community services are assessed explicitly.
  - 19.2%, 52.0%, 63.8% and 47.5% respondents of the Faculty Group, Student Group, Alumni Group and Employer Group, respectively, mentioned that the Research and

Extension facilities in the Department were found good, while 61.5%, 44.7%, 31.2% and 45.9% of these groups respectively mentioned that improvements were needed.

(viii) Process Control

- Resources and authorities for the program, promotion policy, teaching & performance of the teachers, teachers' performance evaluation, quality assurance, and national & international accreditation of the program are assessed.
- There is a best practiced teacher recruitment and promotion policy in the Department, which has been recommended and approved by important administrative authorities of the University.
- 0.0%, 44.0%, 52.5% and 47.5% respondents of the Faculty Group, Student Group, Alumni Group and Employer Group, respectively, mentioned that the Process Control facilities in the Department were found good, while 92.3%, 53.3%, 52.5% and 40.2% of these groups respectively mentioned that improvements were needed.

*Affirmation*

(i) Governance: Organization and Management

- Nil

(ii) Program Curriculum Design, Content and Review

- Program improvement plan can be continued by collaborating with leading business schools in the region.

(iii) Teaching, Learning and Assessment Methods

- There is a need to enhance student informal learning space, adequate library facility and internet & Wi-Fi provisions to create a better learning experience.
- 
- While percentage of students entering at X University increases, greater effort is required to increase its residence capacity.
- While there is some journals and books, more modern teaching materials, such as, journal, books, etc. are required.

(iv) Institutional Structure and Facilities

- Nil

(v) Staff: Faculty & Non-academic

- Nil

(vi) Students Support, Counseling and Development

- Nil

(vii) Research & Extension

- Since quality faculty members with research experience are present, adequate research and extension facilities are required to increase for publication and rapid promotion and better reputation of the University.
- There is a need for building professionalism of the faculty members.

(viii) Process Control

- The teacher recruitment and promotion policy in the Department have to be updated on yearly basis to recruit and promote potential faculty members having QA experience.
- Program recognition and accreditation is Nil.

***Recommendations***

(i) Governance: Organization and Management

- Pointwise vision and mission attract readers significantly.
- The organization chart and job description of the various portfolios within Faculty are not provided.

(ii) Program Curriculum Design, Content and Review

- LO, CO, Experts opinions in syllabus formulation and review need to be incorporated.
- Course credits for individual courses are not mentioned. It needs to be fixed.
- Questionnaire for all respondent groups will certainly give better insight into the matter.
- Program Curriculum Design, Content and Review need to be executed on regular (say, yearly) basis and when seems necessary to regain brand image of the programs.

(iii) Teaching, Learning and Assessment Methods

- Administrative staff information needs to be cited for admin:student ratio.
- No. of academic staff needs to be increased to make the teacher:student ratio at least at 1:15.
- Faculty should formulate strategies to increase percentage of grants and gifts in relation to its annual operating expenditure.
- Information need to be available in relation to the profitability of Faculty in 2015.
- Provisions for counselors, advisors, University Medical Center, IT facilities, transport facilities, sport facilities need to be ensured for a better learning experience.
- More training opportunities must be created for both academics and administrators. Sessions on pedagogy, such as, higher order thinking delivery and assessments and classroom management skills are urgently required.
- Research and publication activities should be encouraged through training, collaborations, incentives and partnerships.
- Program accreditation is to be undertaken for the betterment of the students, Department and University.

(iv) Institutional Structure and Facilities

- There is a need to enhance library facilities, laboratory facilities, ICT facilities, sport facilities, financial resources, transport facilities, medical facilities, residential facilities, research facilities and security facilities for a better learning environment.
  - There is a need for a Security and Safety Officer to be appointed.
- (v) Staff: Faculty & Non-academic
- It is necessary for follow-up and action plans arising out of staff higher studies, training, workshops, meetings, etc., for their satisfactions.
  - Faculty members need to be engage to problem management and practices.
  - The numbers of Professors, Associate Professors, Asst. Professor, Lecturers and supporting staff need to be mentioned.
- (vi) Students Support, Counseling and Development
- A student support, counseling and Development Office needs to be created at University and if possible within Faculty to work closely with the students.
  - The Grade Review Committee that looks into appeals relating to assessments should be incorporated into Faculty Examination Board.
  - Students' enrollment process can be further enhanced particularly when it involves course registration.
- (vii) Research & Extension
- Equipped and computerized adequate research and extension facilities need to be established for quality publications and promotion of the faculty members and better rating & ranking of the university.
  - Adequate research and extension funds are to be ensured for smooth operation of the research and extension activities in the Department.
- (viii) Process Control
- Program Curriculum Design, Content and Review need to be executed on regular (say, yearly) basis and when seems necessary to regain brand images of the programs.
  - Program recognition and accreditation are required.
  - LO, CO, Experts opinions in syllabus formulation and review need to be incorporated.
  - Course credits for individual courses need to be fixed.

## Conclusions

The assessments of the BBA and MBA programs of the Department of Management Studies (DMS) were performed according to the above eight criteria. The corresponding survey results on these criteria of self-assessment (SA) show that massive continuous improvements are needed. A regular (@6 months interval) SWOT analysis and effective plan-do-check-act (PDCA) policy are to be adopted by the University Authority with due interaction with the internal and external stakeholders of the program until a significant improvement is achieved.