

**Quality Enhancement Cell (QEC)
and
Self Assessment Report**

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Speaker intro

- PhD: Human Resource Service Quality
- More than 18 years Experience
- Supervised more than 20 MS/M.Phil and PhD research projects in the area of HRM and Health care Management
- Worked with Ayub Medical college as external quality auditor/reviewer

The general objectives are

- To enhance capacity of Program and Assessment Team to implement latest Quality enhancement initiatives

The specific objectives are to enable participants to:

- develop and implement SOPs and standards for self assessment of Programs offered in Women Medical college.



WHAT IS . . .

Quality



QUALITY

- Quality can be described as doing the **right thing**, doing it the **right way**, doing it **on time**, doing it right **every time**.”

DIFFERENCE BETWEEN



VS.





QUALITY CONTROL VS ASSURANCE



Is proactive approach by which procedures and steps are taken by an institution to make sure that it provides products or services of a high quality.

A strategy of prevention



is a reactive approach by which quality is gauged and monitored.

It involves verification of output conformance to desired quality levels.

A strategy of detection



STANDARDIZATION

Formulation, publication, and implementation of guidelines, rules, and specifications for common and repeated use, aimed at achieving optimum degree of order or uniformity in a given context, discipline, or field.

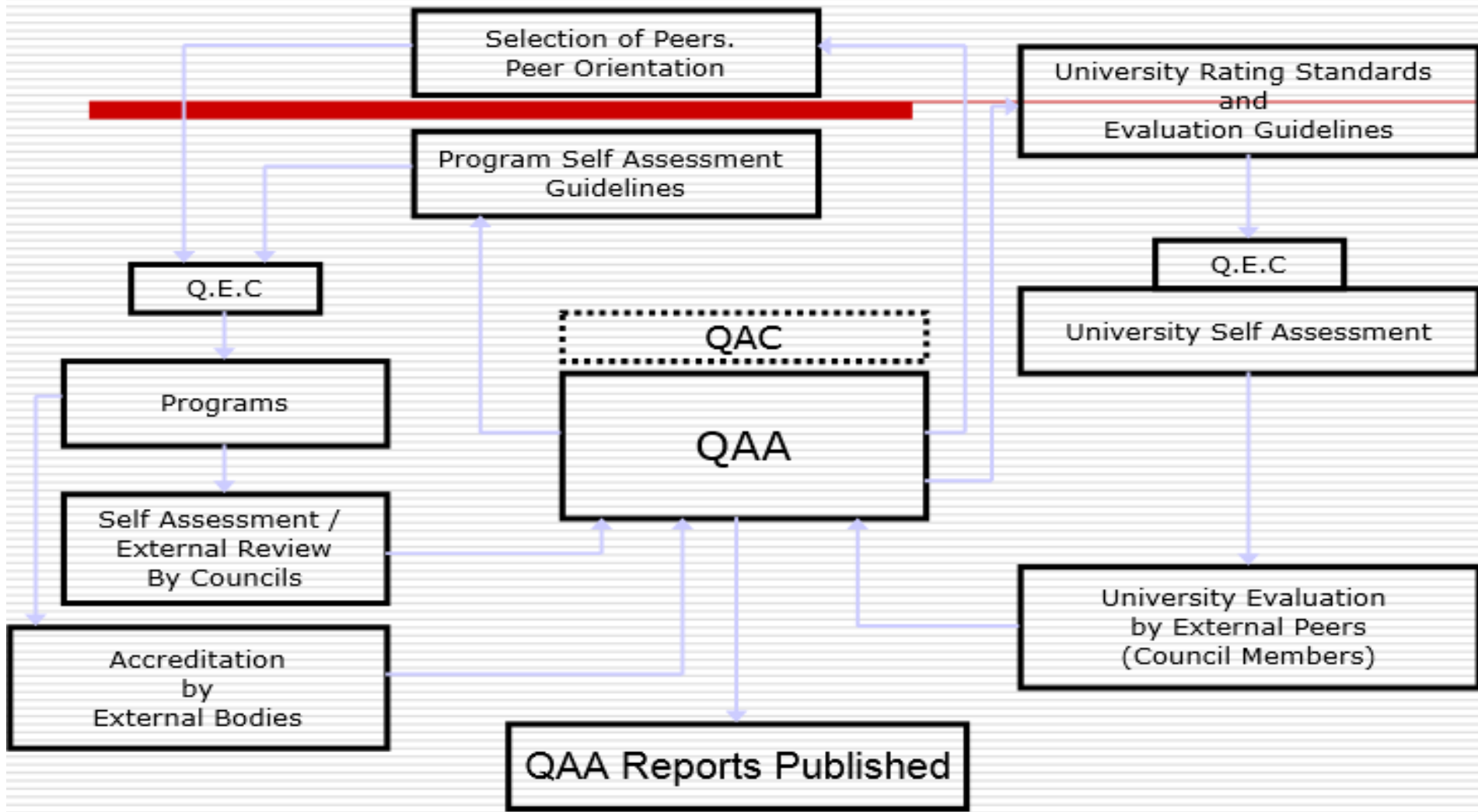
- Standardization will help in
 - Greater customer satisfaction
 - Higher productivity
 - Fewer errors
 - Long term competitive advantage

Quality in Higher Education

Quality in higher education is dynamic entity and therefore various factors that determine quality of higher education must set in equilibrium at a level that matches with international expectations and standards.

These factors include, inter alia, leadership, quality of faculty, quality of students, curriculum, infrastructure facilities, research and learning environment, strategic planning, assessment procedures, and relevance to market forces.

QEC and Quality Assurance



Quality Enhancement cell

HEC implement Quality Assurance Processes at the universities and DAIs through the Quality Enhancement Cells to be set up in each university as a focal point.

Role of QEC

- QEC is responsible for promoting public confidence that the quality and standards for the award of degrees, management and over all quality of knowledge being imparted by the institutions are enhanced.
- QEC is responsible for the review of quality standards by auditing academic standards and the quality of teaching, learning and management in each subject area

Role of QEC

- QEC is responsible to develop quality assurance processes and methods of evaluation to affirm that the quality of provision and the standard of awards are being maintained and to foster curriculum, subject and staff development, together with research and other scholarly activities.

- QEC is to be headed by a **Director reporting directly to Vice Chancellor.**
- QEC is to be the **correspondent with the outside bodies.**
- QEC is to **submit the final report to HEC** for publication.

**QEC is Responsible to Develop
Procedures for the following:**

- ✓ Improvement of existing programs
- ✓ Annual monitoring and evaluation including program monitoring, faculty assessment, and students' perception.
- ✓ Developing a data source for accurate information regarding quality assurance which will be deliverable to all stakeholders.
- ✓ Departmental review.
- ✓ Student feedback.

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- Employer feedback
- Quality assurance of BS, Master, M Phil. and PhD degree programs.
Subject review.
Institutional audit.
Qualification framework.
Over all quality improvements in institutional management

Key Functions/Scope of QEC

- **Development of Annual Self Assessment Report**
- **Graduate Program Evaluation**
- **ISO certification**
- **Preparation of University portfolio report**
- **Data Collection and Compilation for HEC Statistics**

Development of Annual Self Assessment Report



WHAT IS . . .

Self Assessment

Self assessment is an assessment conducted by the institution to assess whether programs meet their educational objectives and outcomes with the purpose to improve program's quality and enhancing students learning.

Why is self-evaluation important?

- The self-assessment involves all members of an organization, including students, in the discussion on the quality of education, and takes their input into account.
- A self-assessment serves as a preparation for a site visit by external experts, providing them with basic information

Why is self-evaluation important?

- self Appraisal of the program is regulatory and statutory requirement
- Plays key role in university ranking at national and international level
- The human resource within an educational organization should always aim to produce, improve and enhance its quality, rather than passively accepting that everything is fine.
- The self-assessment will provide information that was not previously known to all parties and enhance the transparency and accountability of a program.

Objectives

The objectives of self-assessment are to:

- 1.1. Maintain and enhance academic standards
- 1.2. Enhance students learning
- 1.3. Verify that the existing programs meet their objectives and institutional goals
- 1.4. Provide feedback for quality assurance of academic programs
- 1.5. Prepare the academic program for review by HEC

Steps in Self Assessment Process

1. Develop or Review mission statements for program
2. Define Students learning outcomes for the program
3. Select appropriate tools for assessment
4. Make implementation decisions
5. Carry out assessment plan; collect data and analyze results
6. Disseminate and discuss results

Self-Assessment Report (SAR) Process

- The Self-Assessment Report (SAR) is the first step of a programme review.
- It is the critical self-analysis of a programme or entity based on documented evidence and completed by the programme or entity itself prior to the external peer review.
- Prior to this, a curriculum review exercise is usually conducted, a report of which will be included in the SAR.

- The SAR is an approximately 40-page (plus appendices) holistic report that covers all aspects of the programme and allows for self-appraise

Procedures

The QEC is responsible for planning, coordinating and following up on the self-assessment (SA) activities.

The **QEC initiates the SA** one semester prior to the end of the assessment cycle in which the program is offered through the Vice Chancellor Office.

- The department shall form Program team. The program team will be responsible for developing SAR about the program under consideration over a period of one semester.
- They will be the contact group during assessment period

- The department shall submit SAR to QEC through concerned HOD
- QEC will review the report within one month to ensure that it is prepared according to the format

The **Vice Chancellor forms a program assessment team (AT) in consultation with the QEC recommendations within one month.** The AT comprises of 3-4 faculty members from within or outside the university. The AT must have at least one expert in the area of the assessed program.

The **QEC plans and schedules the AT visit period** in coordination with the department that is offering the program.

The **AT conducts the assessment, submits a report** and presents its findings in an exit meeting that shall be **attended by the QEC, HOD, PT and faculty members.**

The **Department shall prepare and submit an implementation plan to QEC** based on the AT findings. The plan must include AT findings and the corrective actions to be taken, assignment of responsibility and a time frame for such actions.

The **QEC shall follow up on the implementation plan** to ensure departments are adhering to the implementation plan. The academic **department shall inform the QEC each time a corrective action is implemented**. QEC shall review the implementation plan once a semester to assess the progress of implementation.

What is Program Team?

- A group of officials
- Nominated by HOD
- Responsible for the actual working of SAR
- A contact group during the period of assessment
- Training will be conducted by QEC official

Desired skills:

- Self motivated and willing to work for quality improvement
- Having good drafting and analytical skills
- With excellent command over written communication

What is Assessment Team?

- ❑ A group of three to four senior officials with one chairman of the Team.
- ❑ One of the members must be a Subject Specialist from within or outside university.
- ❑ Nominations should be proposed by QEC head to Vice Chancellor who will finally approve.
- ❑ Team is responsible for the evaluation of SAR.
- ❑ Assessment team will be trained by QEC officials.

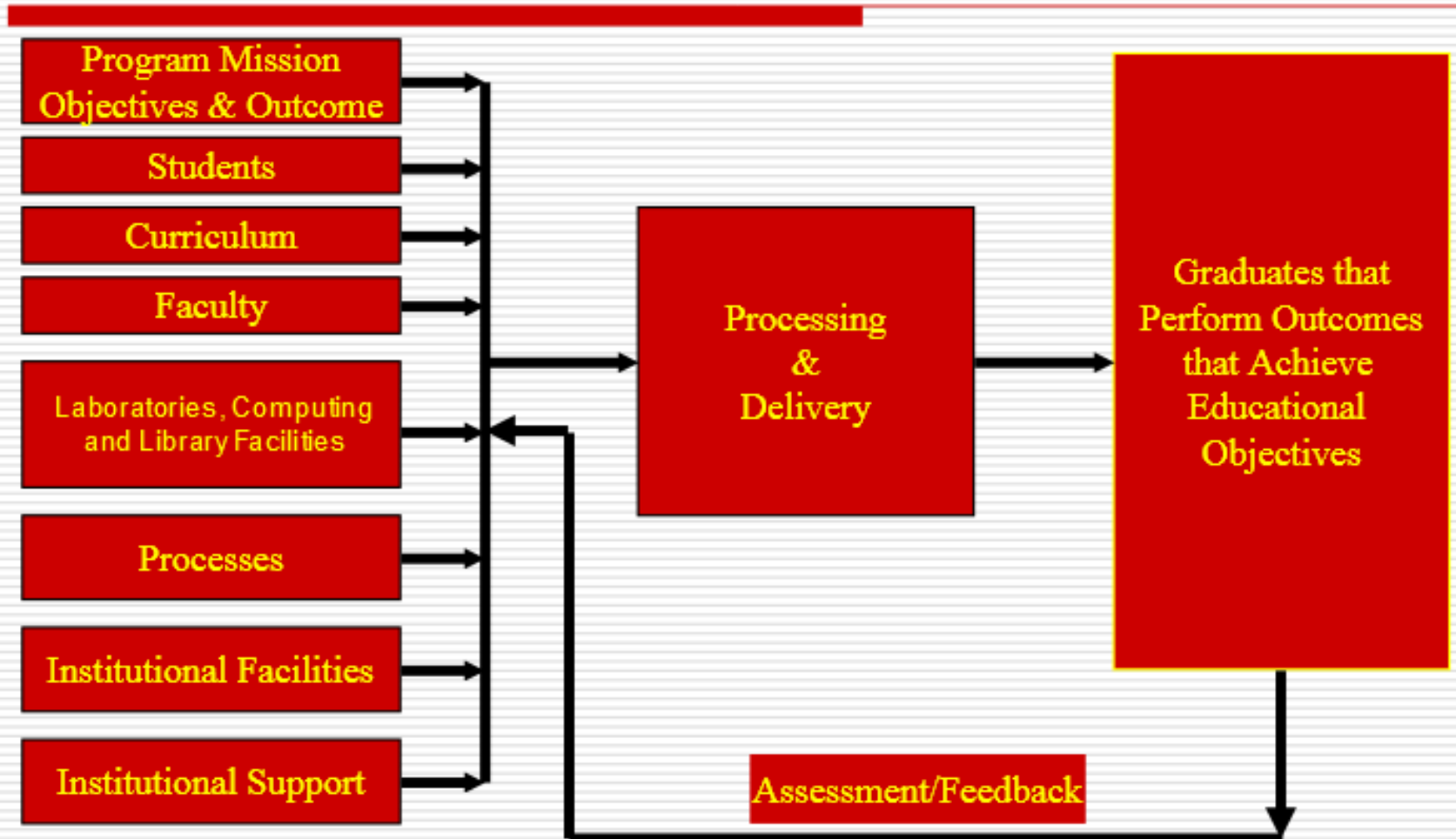
Desired Skills of AT

- ❑ Senior faculty and HOD as Chairman
- ❑ Having some background of QEC working
- ❑ Having good drafting and analytical skills
- ❑ With excellent command over written communication

Assessment Model

Inputs

Output



Criteria

- The self assessment is based on several criteria
- To meet each criterion, number of standards need to be satisfied
 - Each criterion has a intent: A statement of requirement to be met
 - Each criterion has several standards: They describe how the intent minimally met

Criteria and Standards

- 1.** Program Mission, Objectives and Outcomes (4 standards)
- 2.** Curriculum Design and Organization(7)
- 3.** Laboratories and Computing Facilities (2)
- 4.** Student Support and Guidance (3)

Criteria and Standards

- 5. Process Control (5)
- 6. Faculty (2)
- 7. Institutional Facilities (2)
- 8. Institutional Support (3)

Self assessment report

- QEC collect, compile and analyze **courses** data from students in each semester for assessment of the various program offered in concerned department
- QEC also collect, compile and analyze data from faculty to develop self assessment report

Quality policy

- a) is appropriate to the purpose and context of the organization and supports its strategic direction;
- b) provides a framework for setting quality objectives
- c) includes a commitment to satisfy applicable requirements
- d) includes a commitment to continual improvement of the quality management system

Communicating the quality policy

The quality policy shall:

a) be available and be **maintained as documented information**

b) **be communicated**, understood and applied within the organization

c) be available to **relevant interested parties**, as appropriate.

Quality Policy Example

Quality objectives

REQUIREMENT

The organization must define **SMART** objectives and targets for continuous improvement.

Statement should specify what it want to achieve.

Specific

One should be able to measure whether the objectives are met?

Measurable

The objectives should be attainable.

Achievable

Realistically achieve the objectives within resources.

Realist/
Relevant

When do you want to achieve the set objectives

Time Bound

Contents of SAR

- Mission
- Strategic Plan
- Programs objective
- Program outcomes
- Programs Assessment
- Overall assessment
- Alumni Assessment
- Faculty Assessment
- Curriculum alignment with Program outcomes
- Laboratories and Computing Facilities
- Students Support and Advising
- Process Control
- Institutional facilities
- Research and publication Assessment

Strategic Plan

- strategic plan of the department should be based on mission of the department, new courses, new facilities and policies, workshop and seminars and research group that will be initiated in the department.
- Program Learning outcomes (PLO) may be developed for each semester
- Program outcomes need to developed for each program
- **Alignment between Program objectives and program learning outcomes**

Programme objective Assessments

Objective	How measured	When Measured	Improvement identified	Improvement made

CURRICULUM DESIGN AND ORGANIZATION

Course Work	Minimum No of Courses	Min No of Credit Hours
Core Courses		
Elective Courses		
Total Credit Hours of Course Work		
Thesis		
Total Number of Credit Hours of the Program		

List of Core Courses

S.No	Course Code	Course Title	Credit Hours	Co-requisite(s)	Prerequisite(s)

Semester	Course Number	Category (Credit Hours)				
		Math and Basic Science		Core Courses	Humanities and Social Sciences	Technical Electives
		Math	Basic Science			
1				3(3, 0)		
				3(3, 0)		
						3(3, 0)
						3(3, 0)
2						
						3(3, 0)
						3(3, 0)
3-4				6(0, 6)		
Total Minimum Requirements						51

Variation from HEC

Student Course Evaluation Questionnaire

- Complied in tabular and graphical format
- Analyzed the data to develop comprehensive report for each course

Faculty Course Review Report

- This data is collected from faculty in each semester for each course separately.
- Compile in tabular and graphical format
- Analyz the data to develop comprehensive report for each Faculty

Survey of Graduating Students

- **filled out by graduating students in last semester / year before the award of degree**

Faculty Survey

- To be submitted on annual basis by each faculty member
- The Purpose of this survey is to assess faculty members' satisfaction level and the effectiveness of programs in place to help them progress and excel in their profession

Alumni Survey

- **To be filled by Alumni - after the completion of each academic year**
- The purpose of this survey is to obtain alumni input on the quality of education they received and the level of preparation they had at University

Employer Survey

- **To be filled in by Employer - after the completion of each academic year**
- The purpose of this survey is to obtain employers' input on the quality of education

Overall Performance Using Quantifiable Measures

- Promotion of research
- Research Publication summary
- Challenges faced
- Summary of Projects
- Procedure of Academic Policy Committee
- Future program improvements plans based on recent assessments
- Strength and weaknesses of the program.
- Significant future development plans for the program.
- Average course evaluation all courses

- **LABORATORIES AND COMPUTING FACILITIES**
- **STUDENT SUPPORT AND ADVISING**
 - Department's strategy for course offerings
 - Frequency of courses offered
 - Frequency of elective courses offered
 - Industrial Linkages

- *Faculty Resume*
- **Faculty strength program wise**
- **Institutional facility and support**
- **Department Facility and support**

Plan Implementation

AT Finding	Corrective Action	Action Taken
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Thank
You