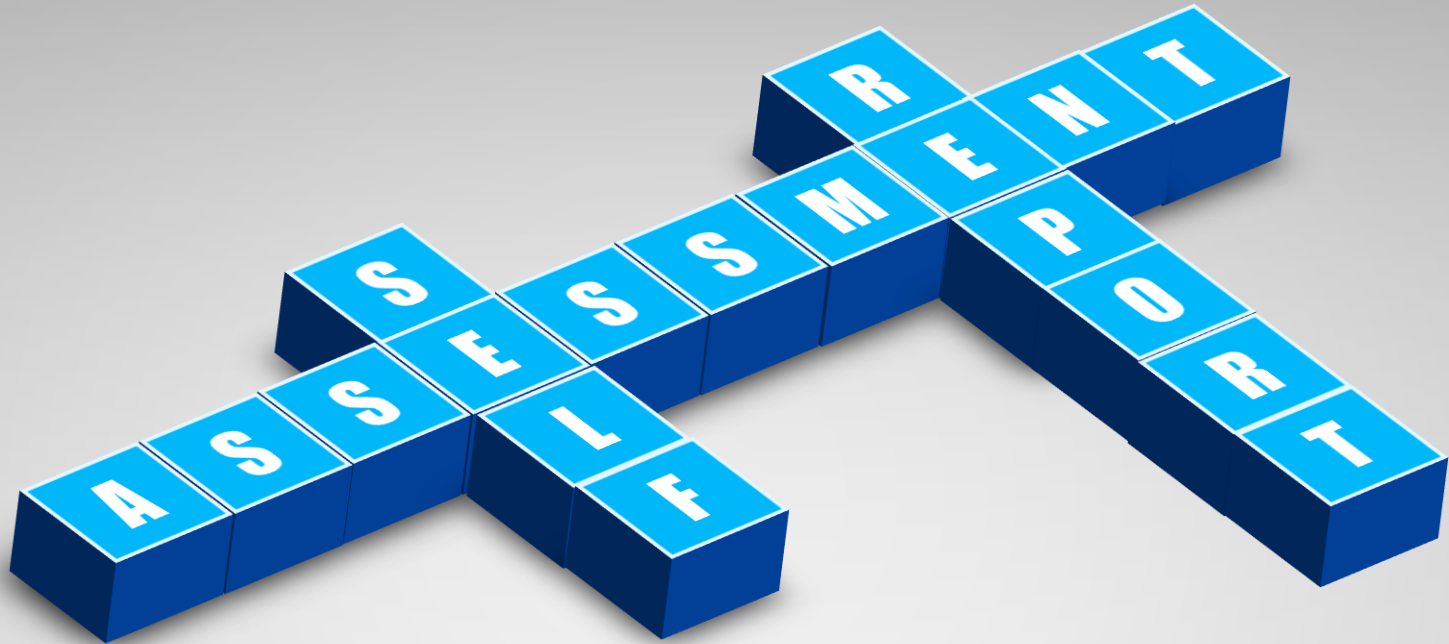


HOW TO WRITE



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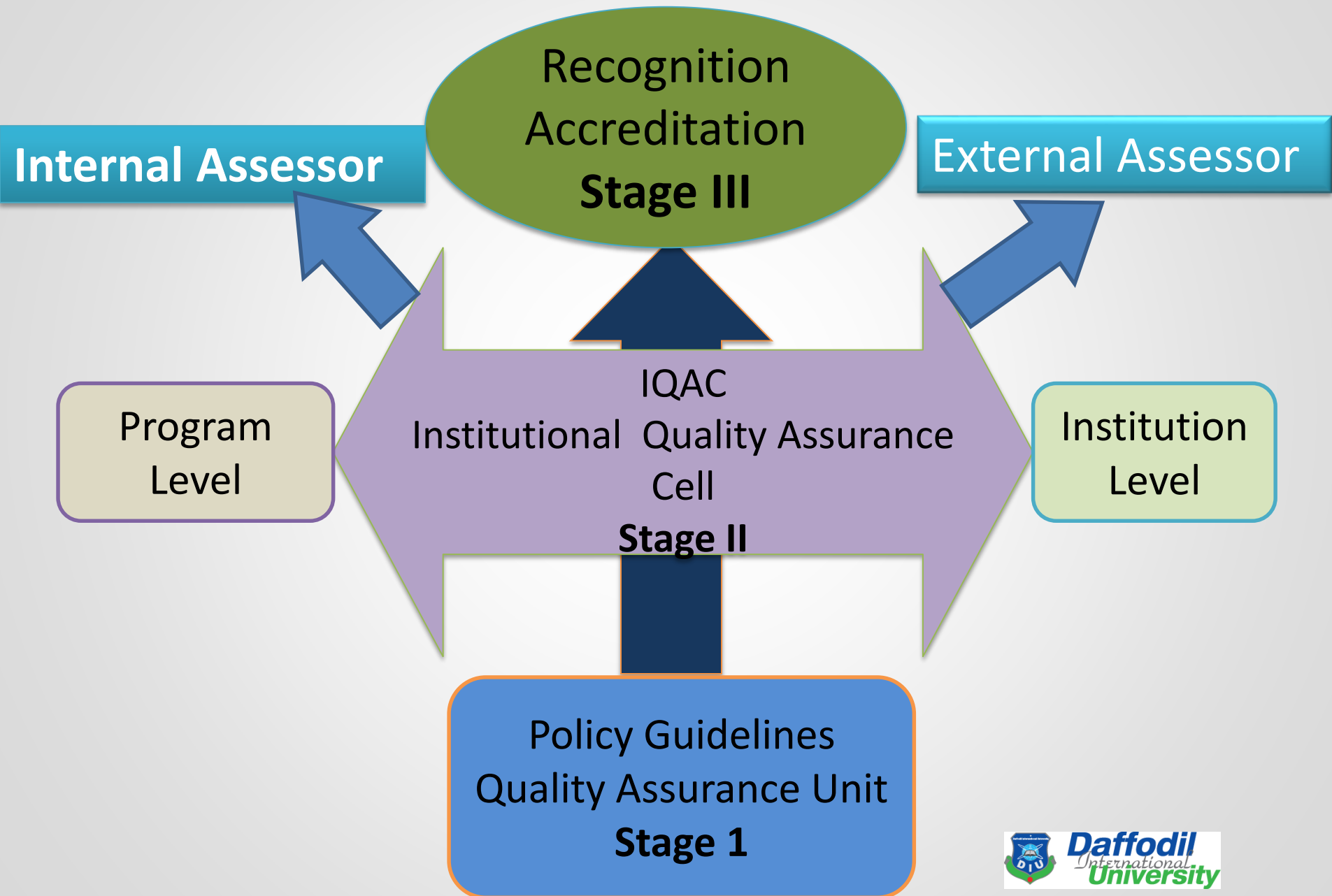
What is Self Assessment

Self-Assessment is a systematic process of evaluating various aspects of institution or academic programs including the major QUALITY ASSURANCE areas in respect of national qualifications framework and criteria whether quality standards are being met.

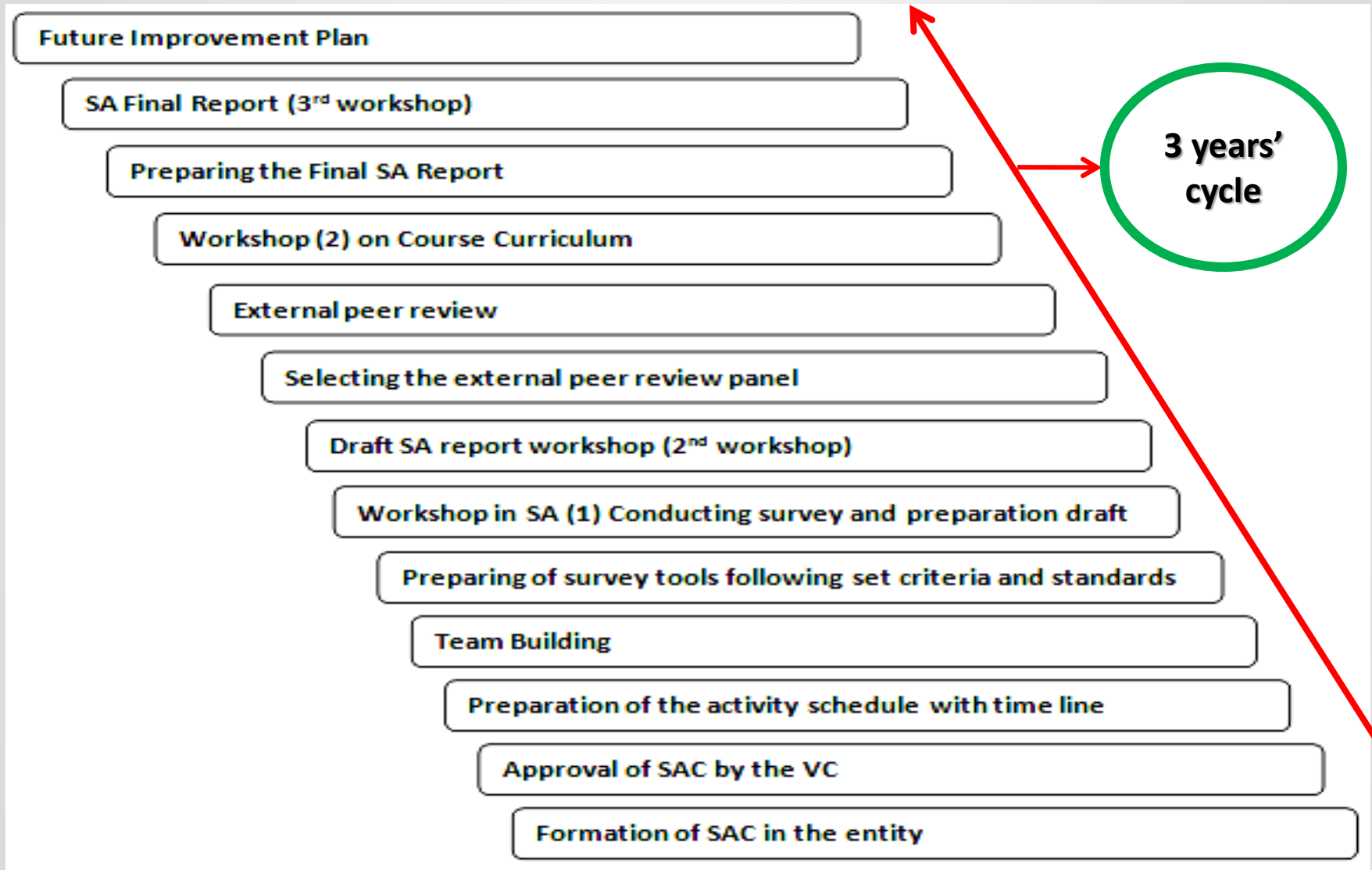
Importance of SA in QA

- Self-assessment exercise is an effective approach to gain a clear understanding of current situation
- It 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.

Stages to Introduce QA Mechanism



Self-Assessment Process



Writing Self-Assessment Report

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.

SAC will prepare the self-assessment report of concerned program offering entity

General Guidelines for Preparing a Good Self-Assessment Report

- The SA report should clearly describe the purposes and scope of self-assessment.
- 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.
- It is important that the SA report be accurate, clear and persuasive, and supported by facts and solid empirical evidences.

General Guidelines, Cont...

- The report must be able to meet the needs and information requirements for strategic planning and resources allocation.
- 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).
- 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

Self-Assessment Report Format

Chapter 1: Introduction:

- 1.1 Significance of program Self-Assessment
- 1.2 Process of Assessment
- 1.3 Overview of the university
- 1.4 Mission and objectives of the university
- 1.5 Overview of the program offering entity
- 1.6 Intended Learning Outcomes of the program

- 1.7 Graduate Profile
- 1.8 Brief Description of the program(s) under review

Self-Assessment Report Cont...

Chapter 2: Governance:

2.1 Program Management

2.2. Academic Documentation

2.3 Peer Observation & Feedback Process

2.4 Internal Quality Assurance Process

2.5 Key Performance Indicators (KPIs)

Self-Assessment Report Cont...

Chapter 3: Curriculum Design & Review:

3.1 Need Assessment

3.2 Curriculum Design

3.3 Curriculum Review Process

3.4 Curriculum Alignment /Skill Mapping

3.5 Gaps in Curriculum : Adequacy to Meet the Needs

Self-Assessment Report Cont...

Chapter 4: Student:

- 4.1 Entry Qualifications
- 4.2 Admission
- 4.3 Progress and Achievement

Chapter 5: Teaching Learning and Assessment:

- 5.1 Teaching Methods
- 5.2 Use of lesson Plan
- 5.3 Technology integration
- 5.4 Skill development Mechanism

Self-Assessment Report Cont...

Chapter 6: Staff:

- 6.1 Entry Qualifications
- 6.2 Recruitment
- 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

Self-Assessment Report Cont...

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

Self-Assessment Report Cont...

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

Self-Assessment Report Cont...

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

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).

External Peer Review

Key Features of the External Peer Review Process

- Critical analysis of the Self-Assessment Report (SAR);
- Peer observation of the key aspects of the self-assessment exercise;
- 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 nonacademic) and employers;
- Identifying the strengths and weaknesses of the program offering entity or the university;
- Identifying the areas that need further improvement for quality enhancement of higher education; and
- Providing guidelines for effective quality assurance in education.

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.
- The peer review panel members must visit the concerned university and facilities as stated in the SA report.
- 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
- The review panel will prepare and submit the peer review and validation report collectively to the Head of the program offering entity (Department) and to the Director, IQAC.
- The Director IQAC will place the reports in the QAC meeting and forward one copy of the report to the QAU.

External Peer Review Process, Cont...

- 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)
- 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.
- The concerned SAC shall plan and schedule the EPRT visit in consultation with the Director IQAC. The EPRT using the given checklist (Annex 14 of SA manual) 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.



Now
Think and Ask Question

Thank You