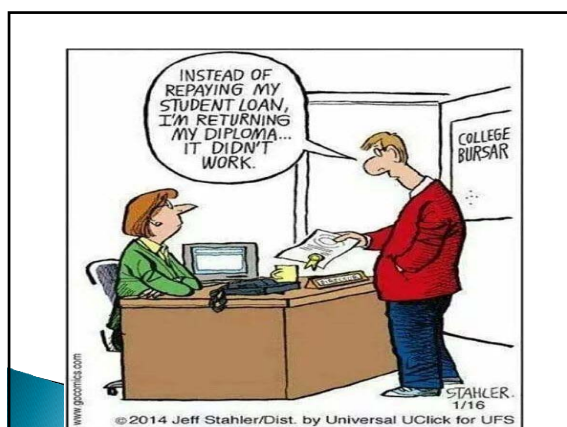


Standards of an Accredited Engineering HEI

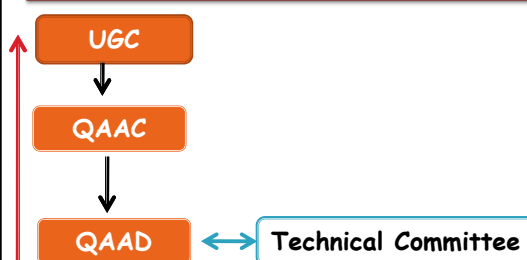
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Presentation includes:

- ▶ Background
- ▶ Institutional arrangements
- ▶ Objectives
- ▶ International Practice
- ▶ QAA Journey
- ▶ Self Study Report
- ▶ Benchmarks
- ▶ Individual Marking



Institutional Arrangement of QAA



Indicators of "Change for the Better"

- ▶ Quality product
- ▶ Efficient utilization of resources
- ▶ Delivery of services
- ▶ Inter personal relationships
- ▶ Methods and process
- ▶ Working Environment
- ▶ Profit
- ▶ Better Name

Accreditation

- ▶ The process of external quality review used in higher education to scrutinize colleges, universities, and higher education programs for quality assurance and quality improvement. Success results in an accredited institution and/or program.

INQAAHE (2001) approach

- Accreditation is applicable both for an institution as a whole and for a program. Some characteristics of accreditation are given:
 - Accreditation is a *formal* decision
 - Accreditation is based on an overall assessment of the HEI or its core activities
 - Accreditation is based on the assessment of at least *minimum requirements* (threshold quality)
 - Accreditation concerns *yes/no/conditional* decision

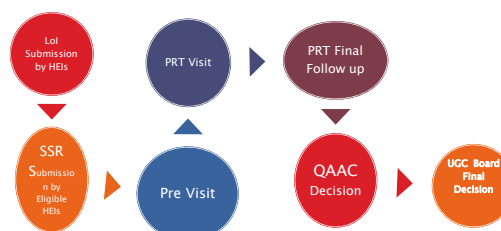
Objectives

- Facilitating higher education programs, institutions and universities to develop quality assurance mechanisms by providing formats for self-assessment, peer reviews and quality audits
- Recognizing the contribution of the various professional councils,
- Certifying the quality of the programs and HEIs on the basis of reviews, assessments and audits of the programs and the HEIs,
- Offering quality advocacy in relation to measuring the equivalency of the various academic degrees earned from the universities across the world,
- Helping the HEIs perform SWOT through an information processing system, and
- Making QAA a publicly popular move for an overall development of higher education in the country.

Accreditation International Practices

Country/ Agency	Criteria	Methodology	Outcome	Cycle
USA / CHEA	AA:criteria Institution: "Performance Summary"	Peer-review, on-site visit, recc	Confer or deny Accreditation	External review Few -10 years
UK / QAAHE	QAAHE: Good Practices and Principles Institution: Self-Evaluation Report	Peers review, Audit (Inspection, Scrutiny of IQA, Validation of claims, Interaction)	"broad confidence", / "limited confidence" / "no confidence"	6 years or less
India / NAAC	7 Criteria, SSR	PRT reviews the report, ask for more info, makes on-site visit, validates the claims	NAAC assigns a grade (A,B,C,D)	5 years cycle, annual report
Nepal / UGC-QAAC	8 Criteria, SSR	PRT reviews the report, makes field visit, validates claim	Accreditation, No Accreditation	5 years

QAA Journey



Accreditation



ACCREDITATION ADDS VALUE

Beginning...

QAA process starts with the preparation of Self Study or Self Assessment Report (SSR) by the intended Institution



What is Self-Study Report (SSR)?

- ▶ It is the most important step and document in the process of accreditation.
- ▶ Main thrust of SSR – to capture improvement in the discourse of teaching-learning methods of the HEIs.
- ▶ Preparation of SSR – an internal exercise of an institution
- ▶ Meticulous and painstaking exercise
- ▶ Furnishing institutional information (manpower, financial viability and physical infrastructure)
- ▶ Measures effectiveness and efficiency
- ▶ Identifies core strengths and weaknesses of the institution or the programs of HEIs

Who prepares SSR?

- ▶ SSR is prepared by the institutions interested to undergo evaluation for accreditation. However, its preparation is based on the criteria developed by the QAAC.

PRT Assessment

	Benchmarks	Weightage	Questions	Marks Per Q
1	Policy and Procedures	15	15	1.0
2	Curricular Aspects	10	10	0.5-2.5
3	Teaching-Learning and Evaluation	15	21	0.5-1.5
4	Research, Consultancy and Extension	10	16	0.5-1.0
5(A)	Infrastructure and Learning Resources (General)	10	18	0.5-1.0
5(B)	Infrastructure and Learning Resources (Library)	10	10	0.5-3.5
6	Student Support and Guidance	10	14	0.5-1.0
7	Information Systems	10	8	1.0-2.0
8	Public Information	10	8	1.0-2.0
	TOTAL	100	120	

1. Policy and Procedure (15) – 15 Q

Formal policies and procedures provide a framework within which Higher Education Institutions can develop and monitor the effectiveness of their quality assurance system. It also helps to increase public confidence. The policy statement of an Institution is expected to include:

- ▶ Institutional strategy for quality and standards
- ▶ organization of quality assurance system
- ▶ responsibilities of individual departments, units and individuals for the assurance of quality
- ▶ relationship between teaching and research in the Institution
- ▶ involvement of students in quality assurance
- ▶ ways in which the policy is implemented, monitored and revised.

2. Curricular Aspects (10) – 10 Q

This criterion deals with how the curriculum – either assigned by a University or marginally supplemented or enriched by an Institution, or totally remade, depending on the freedom allowed in curricular design, aligns with the mission statement of the Institution. Apart from issues of academic flexibility and diversity, to suit different levels of learners, aspects on career orientation, multi-skill development and involvement of stakeholders in curriculum updating, are also gauged under this criterion. The focus of this criterion is as follows:

- ▶ **stated goals and objectives** that are communicated systematically to all its constituencies
- ▶ consistency of programs' of the Institution with goal and objectives
- ▶ wide range of the programs of the Institution offering that provide adequate academic flexibility
- ▶ **feedback system from academic peers, students, employers and other stakeholders to initiation, review and redesign of the programs.**
- ▶ practices of sustainable curricular to achieve academic excellence

3. Teaching Learning and Evaluation (15) – 21 Q

The focus of this criterion is as follows:

- ▶ **transparency in admission process,**
- ▶ **programs of teaching and learning cater to individual differences amongst learners,**
- ▶ facilitating the effective conduct of the teaching-learning processes,
- ▶ **provision for use of ICT in the enhancement of teaching process**
- ▶ **effective mechanism to recruit adequate qualified faculty**
- ▶ reliable and valid evaluation process of the students,
- ▶ regulations on students' absence, illness and other circumstances,
- ▶ an open and participative mechanism for evaluation of teaching and promoting work satisfaction of the faculty,
- ▶ opportunities for continued academic growth and professional development of staff.
- ▶ good practices in teaching, learning and evaluation to achieve academic excellence.

4. Research, Consultancy and Extension (10) – 16 Q

The focus of this criterion is as follows:

- ▶ promotion of research culture among faculty and students
- ▶ **encourages faculty to publish in academic journals**
- ▶ encouraging the faculty to participate in professional academic programs
- ▶ promoting faculty participation in consultancy work
- ▶ Institutional responsiveness to community needs through the extension and conducts relevant extension
- ▶ good practices in research, consultancy and extension to achieve academic excellence.

5. Infrastructure and Learning Resources (20) – 28 Q

This criterion seeks to elicit data on the adequacy and optimal use of the facilities available in an Institution to maintain the quality of academic and other programs of the Institutions. The focus of this criterion is as follows:

- ▶ **adequacy in using the physical facilities for the conduct of the educational programs efficiently**
- ▶ balancing the growth of the infrastructure with the academic growth of the Institution.
- ▶ effective mechanisms for maintenance and optimal use of infrastructure
- ▶ **adequate library, computer facilities and other learning resources, with easy access to all its constituencies**

6. Student Support and Guidance (10) – 14 Q

The highlights of this criterion are the efforts of an Institution to provide necessary assistance to students, to acquire meaningful experiences for learning at the institution and to facilitate their holistic progression. It also seeks information on student and alumni profiles. The focus of this criterion is as follows:

- ▶ **provision for clear information to students about admission, completion requirements for all programs; the fee-structure and refund policies; financial aid and student support services**
- ▶ sufficient and well-run support services to all its students
- ▶ Student progression is monitored effectively
- ▶ **mechanisms for student counseling and placement services**
- ▶ effective mechanism to use student feedback for quality enhancement.

7. Information System (10) – 8 Q

- ▶ Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programs of study and other activities. Various categories of information under this criterion includes the following:

- ▶ **students' progression and success rates**
- ▶ **employability of graduates**
- ▶ **students' satisfaction with their programs**
- ▶ effectiveness of teachers
- ▶ profile of student population
- ▶ available learning resources and their cost
- ▶ equity issues
- ▶ Institutions own performance indicators

8. Public Information (10) – 8 Q

Institutions should regularly publish up to date, impartial and objective information—both quantitative and qualitative—about the Institutions as well as awards they are offering. It is their responsibility in fulfillment of their public role. The information should be accurate, impartial, objective and readily accessible and should not be used simply as a marketing opportunity. The Public information captures the following:

- ▶ programs they are offering,
- ▶ intended learning outcomes
- ▶ qualification they award,
- ▶ teaching, learning and assessment procedures
- ▶ availability of learning opportunities to their students
- ▶ profile of current student population and views and employment destinations of past students

Individual Benchmark Marking Criteria

Look for: justification, evidence, record, initiative
Judge: full, apparent, absence

Answer	Marks
If "Yes with justification and evidence"	100%
If "Yes with justification but without full evidence"	75%
If "Yes with apparent justification without record"	50%
If "Yes with apparent initiatives"	25%
If "No"	0

Thank You!!!!