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

Chapter 1 This chapter outlines the main principles of program review, lists the aspects under review and describes the peer review process.
Chapter 2 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. 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.
Chapter 3 Aims, Learning Outcomes of the program(s) provided by the department in its Self-Assessment Report.
Chapter 4 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. This chapter should: • 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.
Chapter 5 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.
In addition, the review report must be signed by the review team members with acknowledgement and affirmation.

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 – 12
Checklist for Program Review

Governance
- 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

Curriculum Design, Content and Review
- 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.

Student: Admission, Progress and Achievements
- 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.

Physical Facilities
- 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