

## Chapter 4

### Post Self-Assessment Improvement Plan

Guidelines for the preparation of Post Self-Assessment Improvement Plan at program level:

#### 5.1 Introduction

Continuous Quality Improvement (CQI) requires identifiable action plan to bring about necessary changes with the view to move forward. These action plans can be short (immediate) and long term (audit cycle), largely depending on the needs and priorities of the program(s) of the Department/Discipline/ Institute/ Faculty

#### 5.2 The Objective

Post Audit/Self-assessment Improvement Plan/Strategy is a great way to overcome the weaknesses of the programs using strengths and opportunities identified through a comprehensive self-assessment and peer review process. The process of improvement begins with developing a required improvement plan. This plan addresses all issues identified for program improvement to enhance students learning, living and support experiences at the university.

#### 5.3 The Post Audit/Self-assessment Improvement Plan/Strategy

The Post Audit Improvement Plan /Post Self-Assessment Improvement Plan should embody a design that is comprehensive, highly structured, specific, and focused. Specifically, the plan must:

- 5.3.1 Identify affirmations and recommendations made by peer reviewers/auditors according to the nine QA Areas for Bangladesh;
- 5.3.2 Identify strategic interventions and timelines. Where a target requires a longer timeline or is set to be achieved at least six months after the date of the Improvement Plan, milestones to be prepared
- 5.3.3 Prepare a budget (if relevant and required) and identify how this is to be obtained.
- 5.3.4 Establish specific bi-annual and annual reporting and verification need and timelines
- 5.3.5 Prepare a summary for submission to University Syndicate/VC's Office and/or QAU (pre implementation and at periodic intervals).

#### 5.4 The Template

Template for improvement plan at program level has been developed. A copy of the template has been presented in Annex 13.

#### 5.5 Conclusion

In pursuing quality, one must be aware of the limitations that are in place. It is important that persons who would spear head the change/improvement be identified and given sufficient authority to implement the improvement plan. Also where funds are involved, it is necessary to obtain prior approval before setting the indicators or action plan.

**Annex 13**  
**Post Self-Assessment Improvement Plan Template**  
**For the Years 20\_\_\_\_**  
**\_\_\_\_\_ Department/Institute/Faculty**  
**\_\_\_\_\_ University**

**1. Introduction**

Continuous Quality Improvement (CQI) requires ongoing and targeted measures to realize the planned improvement. These are strategies that provide great ways to overcome the weaknesses of the programs using strengths and opportunities identified through a comprehensive self-assessment and peer review process. The process of improvement begins with the developing a required improvement plan (usually from one month post audit to up to 5 years). This plan addresses all issues identified for programs improvement to enhance students learning. Together, the components of the programs improvement plan should embody a design that is comprehensive, highly structured, specific, and focused. Specifically, the plan must:

- 6 Identify affirmations and recommendations made by peer auditors by the nine QA Areas for Bangladesh and relevant strategic interventions and timelines.
- 7 Incorporate strategies that will strengthen the core academic subjects in the entity and address the specific academic issues.
- 8 Adopt policies and practices concerning the programs' core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the programs' proficiency level of achievement;
- 9 Establish specific, annual, measurable objectives for continuous and substantial progress by students
- 10 Incorporate strategies to promote high quality professional development
- 11 Incorporate strategies to promote high quality research

It consist of-

- a. Strategy for the years (20\_\_ to 20\_\_)

This is the first improvement plan ever the establishment of the entity ( \_\_\_\_\_ name of the department/institutes/ faculty\_\_\_\_\_). This plan is for next four years with the mission, goal and objectives of the department/institute/ faculty and is aligned to the vision, mission, goal and objectives of the \_\_\_\_\_ University. It is the reflection of the SWOT analysis of the current situation coming through a critical review of the programs offered by the department/institute/faculty. It consists of targets/goals, objectives and proposed policy interventions to achieve the targets and objectives. It is a policy document and provides inputs during preparation of annual budget of the university. The next strategic plan will be prepared after a period of four years of implementation of this plan followed by one year critical review of the programs.

b. Business Plan/Action Plan for the year 20\_\_\_\_

The Action Plan of the department/institute/faculty has a 1-year scope and essentially presents the key priorities. The aim of this plan is to present detailed actions that shall be accomplished within the projected time/1-year.

## 2. Strategic Objectives

### a. General objective

The general objective is to establish quality academic culture in the entity (department/institute/faculty) for the attainment of intended skills, knowledge and attitude so that they can meet the needs of the employers, society at large and even the needs of the global community leading to the socio-economic development of Bangladesh.

### b. Specific objectives

- i. To establish good governance ensuring for such a learning environment in the entity so that the graduates can attain the intended learning outcomes in terms of knowledge, skills and attitude and be fit to meet the society.
- ii. To modernize and update the curricula according to the needs of the society
- iii. To ensure entry of good quality learners with commitment so that graduates can achieve desired standards.
- iv. To improve physical facilities to create better learning condition for the achievement of learning outcomes.
- v. To ensure effective teaching-learning for quality education (for attaining intended learning outcomes)
- vi. To establish fair, effective procedures to assess achievement of course learning outcomes by the students
- vii. To improve student support services such a level so that students' personal and academic needs can be met.
- viii. To make an effective team of teaching and non-teaching staffs for quality education.
- ix. To develop capacity, formulate policy and undertake program for innovative research.
- x. To maintain and enhance internal quality assurance (IQA) practices.

## 3. Key Documents consulted

- Self-Assessment Report Year \_\_\_\_\_
- External Peer review report Year \_\_\_\_\_
- Academic Ordinance Year \_\_\_\_\_
- Examination Ordinance Year \_\_\_\_\_
- Other documents, if any

**4. Achievements of Strategic Targets( 09 QA Areas)**

**i. Governance**

Targets by 20\_\_

- a. --
- b. --
- c. and may be more

Audit Recommendation	Proposed intervention
<b>Target1:</b>	
<b>Target2:</b>	
Target 3:	

**ii. Curriculum Content Design & Review**

Targets by 20\_\_

- a. --
- b. --
- c. and may be more

Audit Recommendation	Proposed intervention
<b>Target1:</b>	
<b>Target2:</b>	
Target 3:	

**iii. Student Admission, Progress and Achievements**

Targets by 20\_\_

- a. --
- b. --
- c. and may be more

Audit Recommendation	Proposed intervention
<b>Target1:</b>	
<b>Target2:</b>	
Target 3:	

**iv. Physical Facilities**

Targets by 20\_\_

- a. --
- b. --
- c. and may be more

Audit Recommendation	Proposed intervention
<b>Target1:</b>	
<b>Target2:</b>	
Target 3:	

**v. Teaching - Learning and Assessment**

Targets by 20\_\_

- a. --
- b. --
- c. and may be more

Audit Recommendation	Proposed intervention
<b>Target1:</b>	
<b>Target2:</b>	

Audit Recommendation	Proposed intervention
Target 3:	

**vi. Student Support Services**

Targets by 20\_\_

- a. --
- b. --
- c. and may be more

Audit Recommendation	Proposed intervention
<b>Target1:</b>	
<b>Target2:</b>	
Target 3:	

**vii. Staff and Facilities**

Targets by 20\_\_

- a. --
- b. --
- c. and may be more

Audit Recommendation	Proposed intervention
<b>Target1:</b>	
<b>Target2:</b>	
Target 3:	

**viii. Research and Extension**

Targets by 20\_\_

- a. --
- b. --
- c. and may be more

Audit Recommendation	Proposed intervention
<b>Target1:</b>	
<b>Target2:</b>	
Target 3:	

**ix. Process Management & Continuous Improvement**

Targets by 20\_\_

- a. --
- b. --
- c. and may be more

Audit Recommendation	Proposed intervention
<b>Target1:</b>	
<b>Target2:</b>	
Target 3:	

**5. Financial Implications by QA Areas (if any)**

No.	QA Areas	Total Cost	Source	Remarks
1.	Governance			
2.	Curriculum Content Design & Review			
3.	Student Admission, Progress and Achievements			
4.	Physical Facilities			
5.	Teaching - Learning and Assessment			
6.	Student Support Services			
7.	Staff and Facilities			
8.	Research and Extension			
9.	Process Management & Continuous Improvement			

**6. Potential Limitations and Roadblocks (in achieving targets)**

No.	QA Areas	Potential Limitations/Roadblocks	Plan to overcome these
1.	Governance		
2.	Curriculum Content Design & Review		
3.	Student Admission, Progress and Achievements		
4.	Physical Facilities		
5.	Teaching - Learning and Assessment		
6.	Student Support Services		
7.	Staff and Facilities		
8.	Research and Extension		
9.	Process Management & Continuous Improvement		



**7. Key Movers/Players (Person in Charge)**

<b>No.</b>	<b>QA Areas</b>	<b>Key Movers/Players</b>	<b>Remarks</b>
1.	Governance		
2.	Curriculum Content Design & Review		
3.	Student Admission, Progress and Achievements		
4.	Physical Facilities		
5.	Teaching - Learning and Assessment		
6.	Student Support Services		
7.	Staff and Facilities		
8.	Research and Extension		
9.	Process Management & Continuous Improvement		

