

Executive Summary
Self-Assessment Report of 'Master of Education (1 Year)' Program
Assessment Cycle – I (2017-18)
Directorate of Quality Enhancement (DQE)
Virtual University of Pakistan

The Department of Education of Virtual University of Pakistan (VUP), is designated to initiate and implement Self-Assessment process defined by Quality Assurance Agency (QAA) of HEC to pursue the aim of VUP. The aim of VUP is to provide extremely affordable world class education to students all over the country regardless of their physical location by alleviating the lack of capacity in the existing universities. Additionally, VUP is also tackling the acute shortage of qualified professors in the country using free-to-air satellite television broadcasts and the Internet. The current document summarizes the findings of self-assessment process initiated for critical evaluation of program titled 'Master of Education (1 Year)'.

The department is committed to equipping the students with up-to-date knowledge and competencies to become effective and inspirational teachers and leaders at different levels of current education system. The department feels satisfied upon completion of the following list of tasks:

1. Development of **Self-Assessment Report (SAR)** by the Program Team (PT) for **Master of Education (1 Year)** program
2. Conduct of critical review and submission of **Assessment Report (AR)** by Assessment Team (AT) for Master of Education (1 Year) program
3. Development of **Rectification Plan** by the Head of Department.

The tasks were completed according to the set methodology through PT and AT nominated by the Rector on the recommendation of the Department.

Methodology

The following methodology is adopted to complete the whole SAR cycle:

1. HOD of the department nominated a PT for the current program. The composition of PT is given in Table 1. DQE also arranged orientation and training sessions for all PT members:

Table 1: Program Team

Sr.#	Name	Designation
1.	Ms. Saleha Ali (Coordinator)	Instructor (Department of Education)
2.	Ms. Amina Latif	Instructor (Department of Education)
3.	Ms. Ameema Mahroof	Instructor (Department of Education)

2. All the relevant material such as SAR manual, survey forms, etc. was provided to PT.
3. Continuous support, guidance, and feedback were provided to PT members to prepare the SAR for the current program.

4. After the completion and submission of the final SAR by PT and DQE, the Rector on the recommendation of the HOD approved the formation of an AT for the critical appraisal of the program and SAR. It is also ensured that a Subject Specialist from other institution become part of this team. The composition of AT is given in Table 2:

Table 2: Assessment Team

Sr.#	Name	Designation
1.	Dr. Muhammad Saeed	Associate Professor, IER, Punjab University
2.	Dr. Sadaf Jabeen	Assistant Professor (Department of Education, VU)

5. The SAR developed by PT was forwarded to AT for critical review.
6. After the completion of critical review and assessment of the SAR, AT members visited the department and had a meeting and interaction with PT and HOD.
7. After the visit, AT submitted a report and feedback form (Rubric Form) to DQE.
8. DQE forwarded the observations & findings of AT report to the HOD for developing a rectification plan.
9. DQE will now monitor implementation of Rectification Plan.

Parameters for the SAR:

Following eight (8) criteria prescribed by the HEC are used to develop SAR:

-) Criterion 1: Program Mission, Objectives and Outcomes
-) Criterion 2: Curriculum Design and Organization
-) Criterion 3: Laboratory and Computing Facility
-) Criterion 4: Student Support and Advising
-) Criterion 5: Process Control
-) Criterion 6: Faculty
-) Criterion 7: Institutional Facilities
-) Criterion 8: Institutional Support

Key Findings of the SAR:

Following is the summary of the key SAR findings:

Academic Observations:

1. The learning objectives of the program provided in SAR and available on VU website mismatched. Documented evidence about the approval of these objectives is not available.
2. VU is offering specializations in four areas, however, only one area is addressed in the main program's objectives.
3. It is suggested that the learning outcomes/objectives of the different courses should be properly written (following the philosophy of SMART and Bloom's Taxonomy) and typographical errors should be removed.

4. Four specializations are offered by the department; however, the fundamental courses of all specializations are not offered in the 1st semester. In some cases, the fundamental course and related specialization are offered in the same semester.
5. A specialization in “Educational Leadership & Management” is offered by the department, but all three courses are taken from Management Department and not a single course from parent department is offered to address “Education Leadership” (Like school management, education administration, educational planning etc.).
6. In all other specializations i.e. “ICT in Education”, “Sociology of Education” & “Education Psychology”, total three courses are offered; however, two courses in each specialization are fundamental courses of undergraduate (2XX or 3XX) level taken from the unrelated department.
7. The Table 4.5 (Criteria – 2, Standard 2.2) of SAR document indicates that program is more inclined (67%) towards ‘problem analysis’ and ‘solution design’. However, the critical analysis negates such claim. The courses 2XX, 3XX levels are tagged as “Problem Analysis” courses. Additionally, the courses of 2XX level are marked as “Solution Design” which is inappropriate. The learning objectives of most of the courses which are defined with the action verbs like “understanding” or “describe” also contradict the fact provided in the Table.
8. Counselors are available for general guidance, but formal career counseling is absent. For career counseling of students, seminars and workshops should be organized at least once in a semester and experts from industries and organizations should be invited.

General Observations

1. The introduction of “Faculty of Education” is missing on the main website of the department. The Deans’ message, the aims/goals of the faculty are also not available.
2. The results of faculty satisfaction survey reflect that faculty is moderately satisfied. The major concerns are:
 - i) the least time for scholarly work
 - ii) deficient library resources
 - iii) the least clarity about goals, and policies
 - iv) heavy and inconsistent faculty workload
3. The SAR report is not formatted consistently. The use of font, size, and line spacing is varying.
4. The details about a periodic review of the different process discussed in Criterion-5 like admission, faculty recruitment, program evaluation, course delivery etc. are missing.

Conclusion and Recommendations:

Analysis of Criteria Referenced Self-Assessment reveals that performance of the department is fair enough. It is reflected by overall moderate assessment score (77/100) reported by AT.

It has been observed that performance of the department is fair in some of the areas. However, the low score has been observed in Criterion # 6 (Faculty) and Criterion # 8 (Institutional Support) which, if improved, may lead to overall good performance. In the former criterion the lack of enough faculty members is observed whereas, in the latter criterion, the unavailability of initiatives for retention of quality faculty members is highlighted.

AT has identified some of the areas which need to be focused for improvement. These include an insufficient number of Ph.D. faculty members, relatively high faculty workload as compare to other departments, the absence of career counseling for students, and revision of learning objectives/outcomes of the program and courses offered.

The areas that require corrective actions identified during self-assessment process have been reported to the Head of respective Department for rectification. DQE will follow up the implementation plan periodically to track continuous improvement.

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Director DQE:



The Rector:

