

Executive Summary

B. Ed. (Hons) Elementary

Cycle: IV (2024–25)

Transitioning to PREE: The B. Ed. (Hons) Elementary Program's Assessment Milestone

The Department of Education completed its fourth self-assessment (SA) cycle for the B. Ed. (Hons) Elementary program—its first review under HEC's newly introduced Program Review for Effectiveness & Enhancement (PREE) framework. This marked a significant milestone, as the department embraced a model that goes beyond compliance and emphasizes effectiveness, enhancement, and continuous improvement. Despite being in its pilot phase of the PREE framework, SA demonstrated VU's strong commitment to quality assurance and alignment with evolving national standards. The PREE framework provided a fresh lens for evaluating academic programs, focusing on how well the program delivers its intended outcomes and how it can be strengthened for the future. For this review, the evaluation panel applied rubric-based scoring—developed by the Directorate of Quality Enhancement (DQE) to ensure objectivity in interpreting the judgment criteria, even though HEC's official judgment guidelines were unavailable. The assessment concluded with the program being rated “Approved with Recommendations”, achieving a normalized rubric score of 75.14 out of 90 (~83.49%), as specific standards did not apply to this program.

PREE Implementation: Process Overview

The review process unfolded in several structured stages, each reinforcing the PREE framework's emphasis on evidence-based evaluation and enhancement:

- **Initiating the Process:** The chairman of the Institutional Quality Circle (IQC) initiated the cycle by granting anticipatory approval, after which the Program Team (PT) and Assessment Team (AT) (see Table 1) were formally notified and oriented.
- **Data Collection & SAR Development:** The PT prepared a Self-Assessment Report (SAR) addressing PREE's eight standards outlined as Expected Outcome Indicators (EOIs). This report is based on surveys, data analytics, and stakeholder feedback gathered by DQE to provide an evidence-based overview of the program's performance.
- **Panel Review and PREE Judgement:** A diversified Assessment Team comprising a departmental senior faculty member, an inter-departmental faculty member and external team member was constituted. The external AT critically evaluated the SAR during an exit meeting. Using a rubric calculator, the panel translated qualitative judgments into an objective numeric score, resulting in a panel judgment of “**Approved with Recommendations,**” ensuring consistency in applying the PREE judgment criteria.

- **Continuous Quality Improvement (CQI):** The outcome of the Self-PREE has triggered a CQI cycle by pinpointing critical areas that require enhancement and providing constructive suggestions for targeted improvements. In response, the department head will initiate an implementation plan to address these findings directly. The DQE will oversee the execution of this plan, ensuring that recommendations are translated into measurable progress and continuous program development.

Table 1: Program & Assessment Teams

Members' Name	Designation	Affiliation	Role
Program Team			
Dr. Hina Amin	Assistant Professor	Department of Education, VU	PT Lead
Dr. Munawwar Ahmed	Lecturer	Department of Education, VU	PT Member
Ms. Darakhshan Muslim	Lecturer	Department of Education, VU	PT Member
Mr. Mehboob Ahmed Khatri	Manager		QA Coordinator
Assessment Team			
Prof. Dr. Muhammad Amir Hashmi	Professor	Centre for Institutional Development & Policy Analysis IER, University of the Punjab, Lahore	AT Lead (External)
Dr. Irum Andleeb	Lecturer	Department of Education, VU	AT Member (Internal)
Ms. Sidrah Shafeeq	Lecturer	Department of Psychology, VU	AT Member (Internal)

PREE Quality Standards & Implementation

The PT developed the SAR according to the eight (8) PREE criteria:

Standard	Title	Implementation
1	Program Mission, Objectives, & Outcomes	These five standards are specific to the program. All related content is recorded in SAR, and AT evaluates these standards.
2	Curriculum Design and Organization	
3	Laboratory and Computing Facility	
4	Student Support and Advising	
5	Teaching Faculty / Staff	
6	Institutional Policies & Process Control	This standard was not individually reviewed for this program, as these policies are centralized and uniformly applied across all programs.
7	Institutional Support & Facilities	This standard is partially addressed in the first five standards and partially in the RIPE (Review of Institutional Performance and Enhancement) process.
8	Institutional General Requirements	This standard applies only to graduate programs, while the program under review is at the undergraduate level.

DQE Role and Support

The DQE was pivotal in facilitating the review by providing the PT with all essential resources, including reference documents, raw data from graduating students, alums, faculty satisfaction surveys, and program enrollment and performance statistics. A critical evaluation exit meeting was convened at the Lawrence Road Office (LRO), bringing together the AT and PT, the HOD, and DQE representatives to discuss findings and clarify observations. Following this review, the AT submitted its rubric-based evaluation and detailed report to the DQE. These findings were formally shared with HOD to guide the preparation of an Implementation Plan, forming the basis for targeted improvements under the CQI cycle.

Key SAR's Findings Snapshot:

Standard	AT Score	Major Strengths
1	12.3 / 15	<ul style="list-style-type: none">• PEOs and PLOs are well-structured, aligned with institutional goals, and use action-oriented language.• The program outcomes are measurable and are appropriately aligned with the PEOs.• A fair and transparent assessment model at the course level is in practice.
2	16.5 / 20	<ul style="list-style-type: none">• The program aligns with the HEC Undergraduate Policy 2023, ensuring national-level consistency.• Courses like 'Teaching Internship' and 'Research Project' effectively address the needs of professional development and research skills respectively.
3	12 / 15	<ul style="list-style-type: none">• Adequate LMS and ICT resources.
4	8.67 / 10	<ul style="list-style-type: none">• The program has a well-organized system in place to coordinate course delivery efficiently.• Communication tools like LMS, helpdesk, MDBs, and live sessions are effectively integrated to support learning.
5	17.5 / 20	<ul style="list-style-type: none">• Qualified faculty with strong academic credentials.• Positive faculty feedback.
6	8.77 / 10	<ul style="list-style-type: none">• All the academic-related processes are digitized.• Admission dashboard available.• Student progress and credentials can be tracked digitally.
7	N/A	N/A
8	N/A	N/A

Thematic Observations & Recommendations:

Program Alignment and Outcome-Focused Curriculum

The B. Ed. (Hons) Elementary program demonstrates strong alignment between its Program Educational Objectives (PEOs), Program Learning Outcomes (PLOs), and the Virtual University's overarching mission. The curriculum adequately integrates contemporary content and is designed to equip graduates with the knowledge and skills required to thrive in the ICT sector. This synergy between institutional priorities and curricular delivery reflects a well-thought-out foundation supporting academic standards and market expectations. The panel acknowledged that the program is directionally sound and responsive to evolving higher education and industry needs.

While these elements already exist in practice, they require greater structure and enhancement to maximize their impact. Specifically, the panel recommended:

- Incorporate a strategic plan to measure the program outcomes, incorporating student performances against program learning outcomes at graduation and tracing students' career paths and successes.
- The Employer Survey has not yet been conducted. It would be beneficial to take appropriate steps to gather feedback from employers.
- The accreditation process may need to be initiated following the implementation of the ODL policy on NACTE's part.

Learning Environment, Resources, and Infrastructure

The program benefits from a well-established virtual learning environment, underpinned by a reliable Learning Management System (LMS) and adequate ICT resources that support flexible and accessible education across geographically diverse student populations.

To further strengthen the learning environment and support infrastructure, the review identified the following areas for improvement:

- Establishing a benchmarking framework to compare these resources with those of other higher education institutions would provide valuable context for continuous improvement.
- Integrate emerging technologies in LMS —particularly generative AI—to enhance pedagogical methods for improved learning outcomes.
- Regular feedback mechanisms from students and faculty regarding computing services should be institutionalized to inform ongoing enhancements.

Student Support, Engagement, and Professional Development

The department provides online advising services in the form of individual counselling on demand and organizing career-focused webinars for student awareness and professional readiness. The LMS also supports consistent communication between students and faculty, ensuring learners can access academic guidance.

- There is need to broaden the current advising practices by establishing dedicated counselling services holistically addressing academic guidance, career planning, health and well-being, and personal development needs.
- Implement a data-driven early warning system to flag at-risk students (e.g., based on low CGPA or course withdrawal patterns).

Faculty Capacity and Scholarly Environment

The program is supported by qualified faculty who contribute positively to teaching quality and curriculum delivery. Their expertise underpins the program's ability to meet academic expectations and provide a sound learning experience for students.

To further strengthen this area, the panel identified opportunities for improvement, such as:

- Strengthen existing workload management practices to create a balanced distribution that allows faculty to contribute to teaching excellence and scholarly activities.

Governance, Quality Processes, and Continuous Improvement

The B. Ed. (Hons) Elementary program operates under transparent governance structures and leverages LMS-based dashboards to monitor academic and administrative processes, ensuring consistency and accountability in program delivery. The Self-PREE process further demonstrated the program's commitment to quality by using surveys, data analysis, and stakeholder feedback to identify gaps and initiate enhancements. DQE has supported these efforts through data provision, guidance, and oversight.

While these mechanisms are already in place, the panel emphasized the need to strengthen and integrate them further to foster a robust culture of continuous improvement. Recommended enhancements include:

- Expanding the use of KPI dashboards to provide deeper insights, analyze trends, and support data-informed decision-making.
- Refining complaints and query handling procedures to make them more transparent and time-bound. Evaluate for continuous improvement.

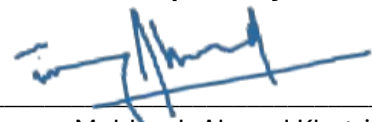
- Update the existing instructor-reflection and student course-evaluation forms into a Course-Analytics Framework, pairing data-driven instructor diagnostics with CLO-linked student feedback to yield actionable evidence for targeted course content and teaching improvements.

Conclusion

The B.Ed. (Hons) Elementary program shows strong alignment with institutional goals, delivering a curriculum that meets both academic and industry needs, supported by a robust virtual learning environment and qualified faculty. However, the review panel recommended improvements in outcome measurement, employer feedback, student support services, faculty workload balance, and data-driven quality assurance to enhance the program's overall impact and sustainability.

With continued oversight and facilitation from the DQE, the program is well-positioned to act on the recommendations and foster a culture of proactive, evidence-informed quality enhancement in the coming academic cycles.

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