Self Assessment Report

2018

Department of Architecture

University of Asia Pacific (UAP)

**University of
Asia Pacific
(UAP)**

**Department of
Architecture**

Contents

1

Chapter 1
Introduction

**The concept of
Continuous Assessment
And
the Identity
of the Institute**

Self-Assessment helps to

Comprehend the ongoing programs.

Revise the program objectives and goals.

Assess the teaching learning capacity of entity of attain the learning objectives.

Review and evaluate the existing curricula and teaching learning outcomes.

Identify the learning needs of the graduates and develop required skills.

Identify the areas of strengths, weaknesses, opportunities, threats (SWOT) and emerging changes to make the program updated and need based;

Assess the adequacy of student support services for effective teaching learning;

Assess the progress of improvement desired; and develop strategic plan with commitment and priorities for further improvement

1.1 Significance of program Self-Assessment

Self-Assessment is a systematic method of collecting, reviewing and evaluating the various aspects of an institution or academic programs in respect of national qualification framework and criteria to meet the quality standards and improving student learning. Higher Education has to be closely related to the national relevance, needs of the community and personal relevance of the students. The self-assessment in a program level measures the achievements and efficiency of the program based on some set goals and objectives. It is the methodical inspection of all the aspects and components of the program in respect of stakeholders' opinion. It is a process of identifying the strengths and weaknesses of the program in terms of capacity of effective teaching, learning, student performance assessment, program management, ability to provide students supports services and adequate physical facilities.

1.2 Process of Assessment and Methodology

Academic program(s) are supposed to undergo a self- assessment (SA) exercise once in every four-year assessment cycle. The total process, starting from organizing for self-assessment to approval of the improvement plan including preparation of SA Report and external peer review, need to be completed within one year. The steps of the self-assessment process are as follows:

Self-Assessment Flow Chart

Scheduling for Self-Assessment

Formation of Self-assessment Committee (SAC)

Approval of PSAC

Planning

Team Building

Preparing for survey

Conducting survey and review

Sharing the survey results

Preparing the final Self Assessment Report

Institutional Level

Program entity Level
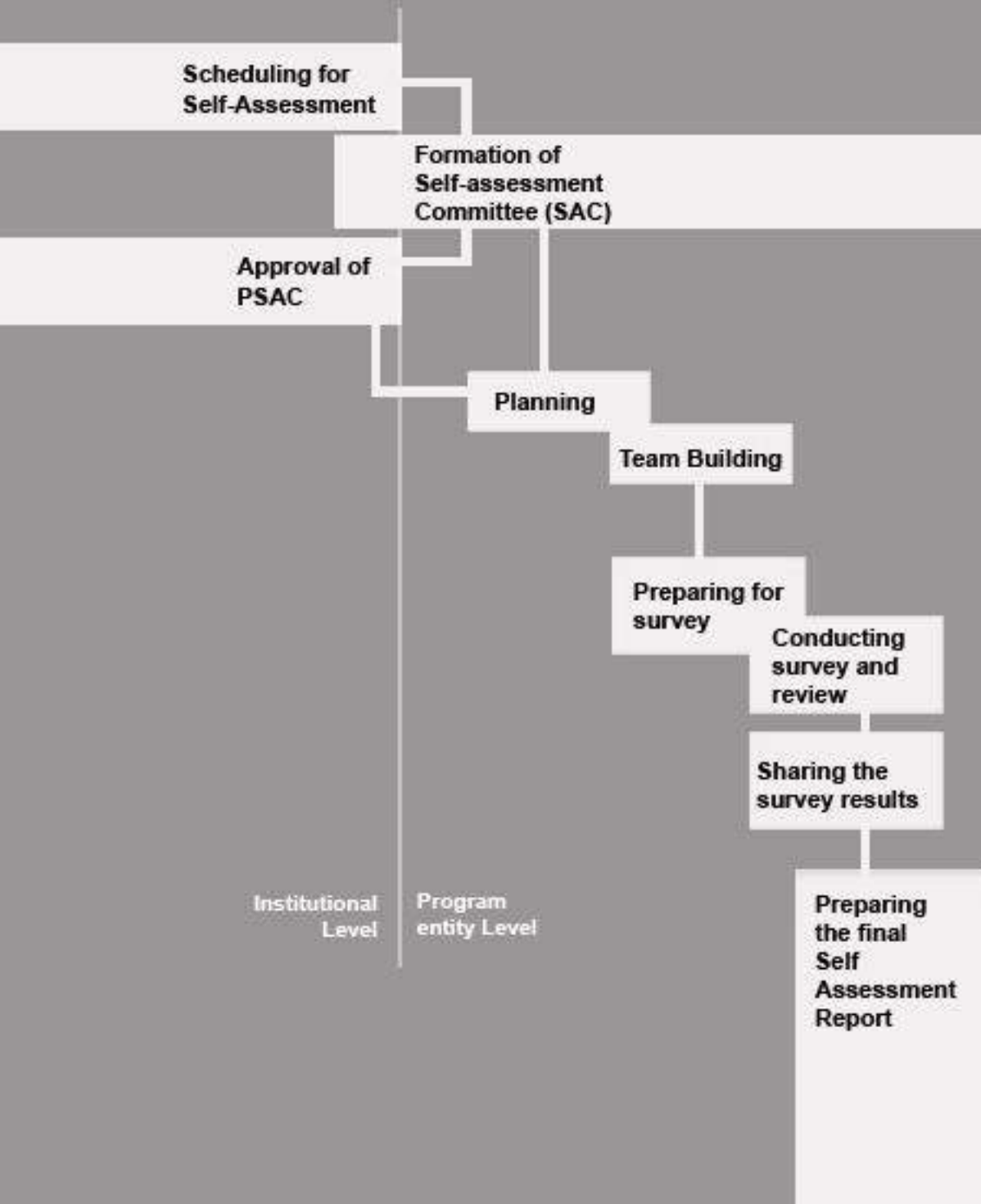
Steps at the Institutional Level:

1. Scheduling for self-assessment:

Self-assessment is a permanent and cyclical process of quality culture. The IQAC, BUET prepared a schedule for self-assessment of different program offering entities of the university. According to the schedule the Director IQAC will forward a written directive to the Head of the Department of Department of Architecture, to form the Self-assessment Committee (SAC).

2. Formation of Self-assessment Committee (SAC)

Upon receiving the written directives from the Director of the IQAC, the Head of the Department arranged a meeting inviting the faculty members of the entity to constitute a program self-assessment committee on 15 November 2016. The SA Committee was constituted of,

Naushad Ehsanul Huq, Assistant Professor------- Head
Mohammad Masrur Mamun, Assistant Professor-Member
Zareen Habiba Islam, Assistant Professor---- Member (till 24th December, 2017)
Nazmul Hoda, Lecturer Member (joined 26th December, 2017)
The Head of the Department sent the SAC to the Director, IQAC in writing for further necessary actions.

3. Approval of PSAC

Upon placing the PSAC by the Director, The Honourable Vice-Chancellor approved the PSAC and inform the Head of the Department about the approval.

4. Planning

Upon approval the PSAC designed an activity schedule to complete the self-assessment exercise smoothly in an organized and planned manner.

Steps at the Program entity Level:

5. *Team Building*

   According to the activity plan, the Head of the PSAC, in consultation with the Head of the department organized a Team building workshop on Self-assessment and Quality Assurance in Higher Education on 15 November 2016. This workshop was for clear understanding about the SA process and team building and ensuring the cooperation and participation of all faculty of the department.

6. *Preparing for survey*

   The PSAC prepared the survey tools (questionnaire) for major stakeholders i.e., students, alumni, employers, academic staffs, non-academic staffs etc. following the self-assessment criteria and standard. The PSAC selected the respondents using appropriate methods for the purpose of opinion survey.

7. *Conducting survey and review*

   In cooperation of the faculty members the PSAC conducted the opinion survey to collect data and feedback from major stakeholders using separate questionnaire. In addition, PSAC made a critical review of documents related to teaching-learning and research like curriculum, laboratory facilities, student performance assessment tools, students' progress and achievement etc. PSAC also made the arrangements for data entry and analysis of information and feedback collected by stakeholder survey. On the basis of collected information, feedback and critical review observations the PSAC prepared the draft self-assessment report (SAR) following the SA report format given in the SA Manual.

8. *Sharing the survey results*

   Program Self-Assessment Committee (PSAC) organized a workshop on and shared the program self-assessment results with the faculty members.

9. *Preparing the final SAR*

   After all these formalities the concerned PSAC finalized the SA Report incorporating the valid suggestions and observations of the workshop and discussion.

1.3 Overview of the University

For more than two decades University of Asia Pacific has been functioning as a unique institution of higher learning. Its reputation has grown rapidly, as it has already achieved eminence above most of the seats of higher learning of the country. Its commitment to excellence is demonstrated through the quality of its academic services and its invaluable contribution to learning. With its eminent administrators and excellent faculty members it is assuming a leading role in the educational arena of Bangladesh.

University of Asia Pacific (UAP) was established in 1996 as a private university under the Private University Act 1992, with a vision to enhance the opportunities for higher education in Bangladesh. Its curriculum has been approved by The University Grants Commission of the Government of the People's Republic of Bangladesh. The university started its operation, i.e. the first semester of classes, in 1996, and offered four-year bachelor degree programs in Computer Science and Technology and Business Administration only. Now UAP offers undergraduate programs in Architecture, Business Administration, Civil and Environmental Engineering, Computer Science and Engineering and Pharmacy.

UAP has been sponsored by University of Asia Pacific Foundation, a non-profit, non-commercial organization based in Dhaka, Bangladesh. The principal aim of the Foundation is to promote human and social development through, inter alia, improved educational opportunities, innovative educational programs relevant to the needs of an emerging society and to develop skills, knowhow and awareness of the youth through appropriate institutional means.

The foundation has been established by a group of eminent educationists, industrialists and administrators who share the same vision and social commitments. The University of Asia Pacific is the first project of the foundation aimed at realizing these noble goals.

Since its inception in June 1996 as the first project of the foundation for human and social development, a group of visionaries and philanthropists, including eminent educationists,

industrialists, businessmen, social workers and administrators have been giving their relentless efforts to strengthen the administration. Late Hedayet Ahmed, former Secretary to the Government of Bangladesh, Ambassador to Saudi Arabia and former Director, UNESCO for Asia Pacific Region in Bangkok was the founder Vice Chancellor of the university. Late Prof. Fazlul Halim Chowdhury, former Vice Chancellor of Dhaka University, was the founding Chairman, Mr. A.K.M Kamaluddin Choudhury was the founder Treasurer and Mr. A. A Kamruzzaman was the founding Secretary of the UAP Foundation. After the demise of the founding Chairman, former Governor of Bangladesh Bank Mr. Khorshed Alam, was elected as the Chairman followed by Mr. Ragib Ali who was elected the Chairman of the UAP foundation thrice. Mr. A. A. Moniruzzaman had served as the acting Chairman and later was elected Chairman before Engr. M. Abu Taher got elected Chairperson. After the untimely death of the founder Vice Chancellor late Hedayet Ahmed, Mr. A. S. M Shahjahan, Ex-IGP and former Advisor to the care taker government, was appointed as the Vice Chancellor and continued in that position till March 2003. He was succeeded by Prof. Dr. M. R. Kabir, the present Pro-Vice Chancellor, who carried on as acting Vice Chancellor till September 2004.

Then Prof. Dr. Abdul Matin Patwari, former Vice Chancellor of BUET and DG IIT (IUT), a renowned educationist and administrator joined UAP as Vice-Chancellor on 7 September 2004. He has the distinction of serving as Vice Chancellor and Chief Executive for a total of more than twenty three years, the longest serving Vice Chancellor and Chief Executive among all Commonwealth countries. He continued Vice Chancellorship with UAP till 2012. On May 02, 2012 eminent educationist, engineer and former Adviser to the Caretaker Government Prof. Dr. Jamilur Reza Choudhury joined University of Asia Pacific as the Vice Chancellor. Prof. Dr. Jamilur Reza Choudhury was the Vice Chancellor of BRAC University for 10 years(2001-2010).

UAP is always respectful to the laws of the country. It has a well-structured governing body. At Present UAP has a Vice-Chancellor, Pro-VC, Registrar, Treasurer and their office.

Academic Programs

At present, a permanent faculty of more than hundred academics (as well as eighty guest faculties) guides the work of the following six schools comprising of eight relevant departments:

Faculty	Departments	Program	
		Undergraduate	Graduate
School of Environmental Sciences and Design	Department of architecture (Arch)	B. Arch	-
School of Business	Department of Business Administration (BA)	BBA	MBA EMBA
School of Engineering	Departments of Civil Engineering (CE)	B. Sc Engg. in CE	MCE
	Computer Science and Engineering (CSE)	B. Sc Engg. in CSE	MCSE
	Electrical and Electronic Engineering (EEE)	B. Sc Engg. in EEE	-
School of Medicine	Department of Pharmacy	B. Pharm. (Hon's)	M.S Pharm. Tech
School of Science	Department of Mathematics	B.Sc (Hon's)	-
	Department of Basic Sciences and Humanities		

School of Law	Department of Law and Human Rights (L&HR)	LL.B (Hon's), LL.B (Preliminary & Final)	LL.M (Regular) LL.M (Preliminary & Final)
School of Humanities and Social Science	Department of English	B.A. (Hon's) in English	-

Institute of Energy, Environment and Development (IEED)

IEED is the multi-disciplinary research institute of the UAP. IEED has organized several seminars on Energy and Environment by nationally and internationally known speaker at the UAP. In this financial year taka 10 lacs has been sanctioned for research and development works for the institute.

The Campus

The campus consists of own building -74/A , Green Road, Farmgate, Dhaka - 1215, Bangladesh.

The campus offers idyllic environment for an academic institution. Plenty of open spaces are available around the campus for the students to move about for the rest and recreation.

Academic and Research Collaboration and Accreditation:

UAP has academic and research collaboration with a number of regional and international apex bodies. Students of UAP have benefitted largely from these academic collaborations in terms of advancing and enhancing their academics.

Purdue University, Calumet, USA

Exchange of teachers and students, joint collaboration in arranging workshops, symposia, conferences and researches

Transfer Program

After completing three years at UAP with required results, students can move to Purdue University and complete one year of study to obtain a Bachelor's degree. Students can continue for another one year to obtain a Master's degree.

Riga Technical University, Riga, Latvia

- Exchange of educational and research materials, publications, and academic information
- Exchange of faculty and research scholars
- Exchange of students
- Joint research and meetings for education and research

Slam University, Thailand

- Exchange of educational and research materials, publications, and academic information
- Exchange of faculty and research scholars
- Exchange of students
- Joint research and meetings for education and research

Mission and objectives of the university

Vision

UAP holds steadfastly its passion to do better and better in fulfilling our young generation's needs and aspirations for a caring and quality education in casting their future career and become a desirable destination for an identity.

Mission

UAP mission is to offer best possible education to our young generation. Towards the mission, UAP continues to develop a sustained culture of ascending to a top-tier of vibrant academic environment; maintain and foster well qualified faculty, provide adequate research support for

cutting-edge research in-house and in collaboration national and international peers; update curricula to keep up with advancing trend in science and technology, use state-of–the-art best practices in teaching-learning and modern facilities in laboratories and libraries; and provide other supports in aid to students' becoming competent graduates with their potential fully realized and personality well-developed for joining the global forces in making the future of society in a changing world.

1.4 Overview of the Program offering authority

Department of Architecture

Vision

In the context of ever changing needs and challenges, the Department of Architecture, UAP with its caring and quality education aspires to develop creative, enlightened, socially responsible and morally upright scholars appropriate to serve and lead the contemporary and upcoming world.

Mission

The Department's   mission is to continuously upgrade the scholastic endeavor and to evolve a teaching-learning environment that is engaging and conducive for guiding young inquisitive minds. By combining tradition with new innovations and creativity the department acts as a center point for generation and exchange of ideas. The Department provides a vibrant academic environment where the students, academicians, professionals, national and international peers and eminent personalities engage themselves on connecting, conserving, preserving, creating and applying knowledge for the betterment of the future and the society. The Department is deeply committed to facilitate the learning environment through state-of-the-art library, labs, workshops, studios and other infrastructural facilities to realize the full potential of our faculties and students.

Academic programs

At present the Department is offering one undergraduate program, Bachelor of Architecture (B. Arch) a UGC approved 5 year duration professional degree accredited by the Institute of Architects Bangladesh (IAB). The program consists of 198 credit hours. In addition, to fulfill the graduation requirement every student has to complete a 12 week long mandatory non-credit internship program under the supervision of a member of IAB.

The academic program focuses both on process and outcome based teaching and learning. The studio focused learning is designed to engage students with high-end academic and professional supports. Senior renowned practitioners are involved in the teaching- learning process which creates a wider and real life exposure of the students to current state of professional works. The department also arranges and encourages architectural study tours often as part of academic program to orient, update and expose students to the master works as well as to the ground realities.

The Department admits 60 students in the undergraduate program per annum, 30 students each session. The Admission test at UAP Architecture is designed to assess the aptitude, creativity, drawing skills, and language and communication skills of a student. Students at UAP Architecture come from different high school curricula and diverse background. The admission test, therefore, is designed to be an inclusive one. The Department maintains a full capacity admission for both Fall and Spring sessions. To ensure high quality and an engaging teaching and learning environment 30 students are admitted in each session, maintaining standard teacher student ratio and adequate lab and infrastructural facilities for each student. The Department has fifteen highly qualified full time faculties and thirteen part-time faculties among them many are eminent educationist and practitioners from diverse field are engaged in conducting design studios, labs and classes at UAP Architecture.

In total, 364 students have passed from the Department of Architecture completing the required 198 credit hour.

Total Students in 2015-17

Students admitted in 2015-17

Students graduated in 2015-17
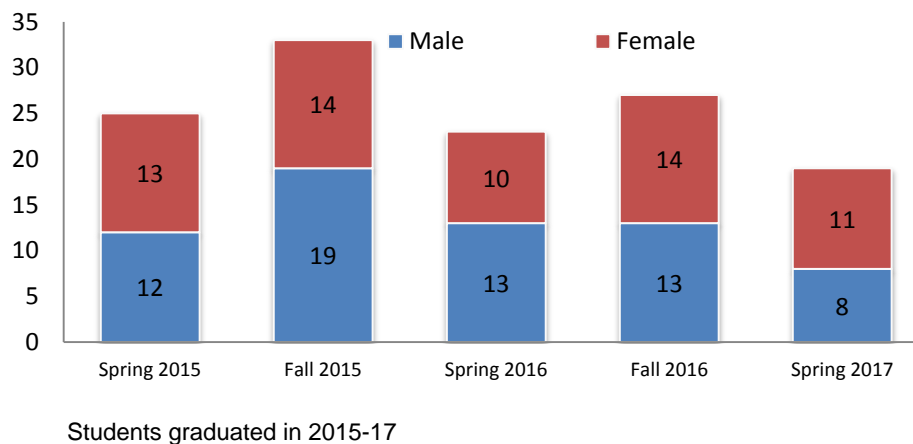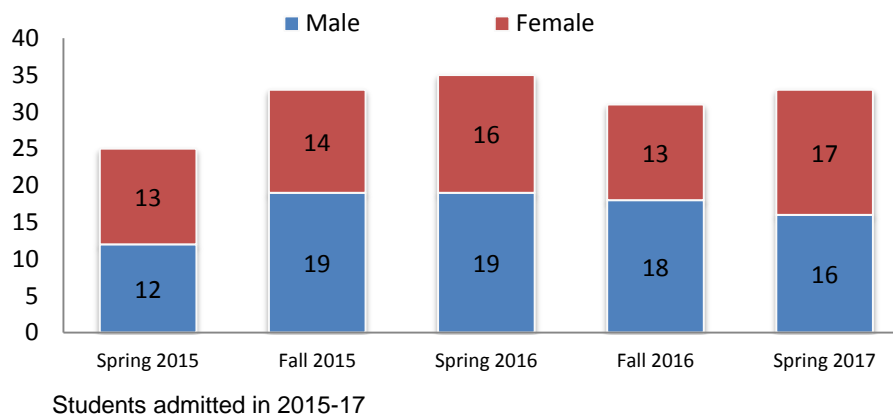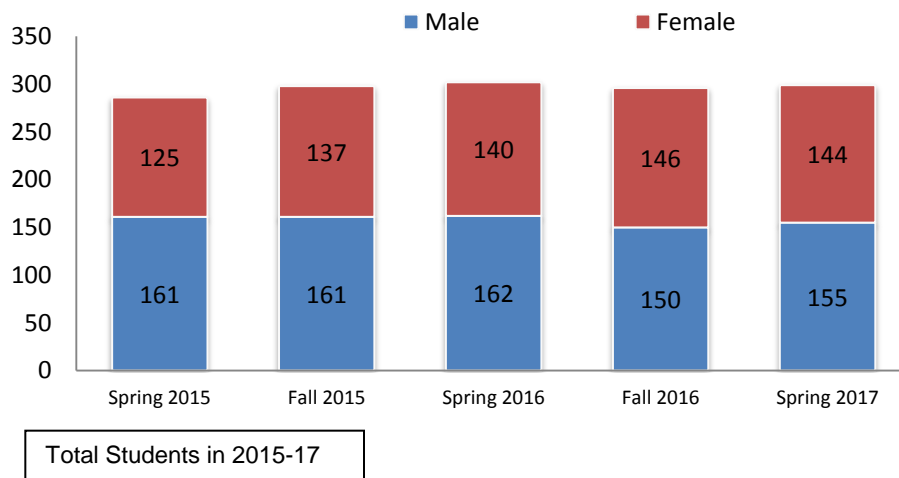
The studio focused learning at UAP Architecture is ensured by the dedicated and caring full time faculties and renowned practitioners which creates real exposure of the students to current state of professional works and standards. The department has strength of vastly experienced fulltime faculty members many of whom have done their higher education from reputed universities. Among 15 fulltime faculty members we have 01 with Doctoral degree and 06 with Master's degree. 03 of our faculty members are perusing their PhD and 04 others their Master's degree in different reputed Universities. The current teacher–student ratio of the department is 1:12.4.

B.Arch program at UAP is in total 198 credit which is designed to be completed in 10 semesters. There are two semester in a year. . focused on preparing students for global professional practice, while integrating theory, research, and technology for a comprehensive understanding of architecture as a practice and research field. The 176 credit needed to be completed in 10 Semesters. Studio projects include both abstract and realistic problem solving experiences, and involvement with current theoretical issues related to architectural and environmental design.

1.5 Program Educational Objectives

The professional and personal developments the graduates are expected to demonstrate a few years after the completion of their degrees are embedded in the PEOs.

• PEO 1: Take professional standards to new heights by being an exemplary knowledgeable and ethical professional.

• PEO 2: Make innovation, creativity and exchange of ideas the central means to serve the society.
                    Total Students in 2015-17
• PEO 3: Demonstrate ability to work efficiently in groups, communicate skillfully and show leadership qualities.

• PEO 4: Be at par with state of the art techniques and technology and most current research and development.

• PEO 5: Take lifelong learning as a motto and pursue and succeed in further education be it personal or institutional

The department has also furnished a mapping between the PEOs and the program mission statement. Apart from the PEOs, the program also has 07 Program Outcomes (POs). Apart from that, each course has its own set of Learning Outcomes (LOs).

In general, the department of Architecture at UAP concentrates its efforts to achieve the following capabilities in its students. At first, the graduates should have the ability to capture the imagination of the self and the collective consciousness and turn those imaginative ideas in to architectural designs. At UAP, it is also hoped that students would not see architecture as a narrow trade of building; rather they should understand that it is part of a much larger physical and socio cultural reality. Students should also be able to communicate and express their thoughts and designs through all appropriate channels; be it visual or any other mode. Students must also have the eye to see, read and interpret the creative productions of others.

The Bachelor of Architecture students at UAP are expected to demonstrate certain sensitivity towards materials and towards use of techniques and technologies of making, building and fabrication ranging from traditional to more contemporary digital and computer aided construction systems. It is also expected that the students will demonstrate keen understanding of vital mutual interdependence and delicate balance among global systems: natural, man-made, ecological or economical and will also demonstrate awareness of contemporary practices towards sustainability.

At the department of Architecture it is also hoped that students will demonstrate keen interest in and capacity to conduct outcome oriented research while also demonstrating the attitude to work with communities as part of furthering knowledge and the willingness to share the end products: intellectual as well as physical. Attempts are made, so that, at the end, B.Arch students will demonstrate ability to synthesize all knowledge and skills acquired in this program towards a robust professional mindset incorporating awareness of standards and codes, spirit of teamwork and diversity as well as capacity of being a leader in profession.

2

Chapter 2
Governance

At UAP Department of Architecture (DoA) Governance is seen as all of the processes of governing undertaken by appropriate authorities over various departments or individuals within departments through laws, rules and norms to achieve the goals in line with the stated vision and mission of the University.

2.1

**Program
Management**

The Standards:

Standard 1-1: Mission and objectives are defined in respect of national relevance in compliance with the legal requirements, QA requirements and external reference standards.

Standard 1-2: Intended learning outcomes must satisfy the mission and objectives of the program.

Standard 1-3: The University must have an organizational structure and organizational units with defined responsibilities in compliance with the legal framework under which the university is established.

Standard 1-4: The institution/program offering entity must review and ratify the policies and procedures periodically with an objective of further improvement.

Standard 1-5: Code of conduct for the students and code of conduct for staff members and disciplinary rules and regulations are well defined and well communicated.

Apparatus of Governance at Central Level:

To carry on the task of governing and as per Private University Act of 2010, UAP has the following authorities: Board of Trustees, Syndicate, Academic Council, Faculties, Institute, Syllabus Committee, Finance Committee, Teacher Recruitment Committee and Disciplinary Committee. According to the above-mentioned act, the University has the following full time personnel, such as: Vice Chancellor, Pro-Vice Chancellor, Treasurer, Deputy Controller of Examinations, Deans, Registrar, Proctor, Heads of the Departments, Director of Student Welfare, Director of Finance and Deputy Librarian among others.

The organogram, an intrinsic component of UAP, illustrates the structure and the relationships among different personnel, departments, and jobs at different levels.

The President of the Republic of Bangladesh is the Chancellor of the University.

The Vice-chancellor, appointed by the Chancellor, is the chief executive of the University who is responsible to the Syndicate, the Board of Governors and the Chancellor.

The Pro Vice-chancellor is appointed by the Chancellor on the recommendation of the Board of Governors. He discharges responsibilities and duties as determined by the University Statutes & regulations or any other duties assigned to him by the Vice-chancellor.

The UAP Treasurer is appointed by the Chancellor on the recommendation of the Board of Governors. The Treasurer exercises general supervision over the funds of the University and renders advice in regard to its financial policy.

The Registrar is the secretary of the Syndicate and the Academic Council and acts as the custodian of the records. Registrar maintains liaison with the Deans/ Heads of the Departments regarding various academic and administrative issues and as per the delegation of the Vice Chancellor.

The Board of Governors of UAP is the highest authority of the university which formulates policies, gives decisions and monitors implementation of the policies and decisions given.

The Syndicate, which is the executive body of the university, is constituted by the Board of Governors in accordance with the provisions of the Private University Act, 1992, and is authorized to make, amend and repeal regulations subject to the university ordinance. It consists of 11 Members of the Foundation and 4 representatives of the University. The Chairman of the Board of Governors is the Chairman of the UAP Syndicate. Vice-Chancellor is an ex-officio member and Co-Chairman of the Syndicate.

UAP Academic Council is the highest academic body of the University. It consists of the Vice Chancellor, the Pro Vice-chancellor, the Professors, the Deans of Schools, the Heads of the Departments, three professors of other universities and two persons from research bodies to be nominated by the Syndicate, two associate professors and one assistant professor of the University other than the Heads of the Departments to be nominated by the Vice-chancellor.

The Finance Committee consists of Members of the Foundation to be nominated by the Board of Governors, the Treasurer of the University and representatives of the Vice-Chancellor. The committee is responsible for formulating financial & accounting guidelines and supervises & monitors all matters relating to finance.

The Selection Board for Faculty positions is constituted by Vice-Chancellor/ Pro-Vice-chancellor (Chairman), Treasurer, three members of the Foundation, two relevant experts, Dean of the school concerned and/or, Departmental Head (or equivalent).

The Selection Board for positions of Officers/ Staff is constituted by Vice-chancellor/ Pro Vice-Chancellor (Chairman), Treasurer, Registrar, one member of the Foundation (nominated by the Syndicate). Appointment to Senior Management Positions and periodical determination of their pay and other personnel matters are, however, dealt with by the Board of Governors.

The Committee of Courses and Curricula is constituted by the Head of the Department (Chairman of the Committee), the teachers of the department, two teachers of the related departments (nominated by the Dean of the school/ Head of the Department), two experts on the subject from other universities or organizations (nominated by the Dean of the school/ Head of the Department). If a subject teaching department does not exist in the University, the committee is constituted by the Dean of the School/ Head of the Department and five teachers of the subject from other universities, colleges or organizations nominated by the Dean of the School/ Head of the Department. The nominated members of the committee hold office for a term of two years.

The Committee of Courses and Curricula, in each School of Study, prepares course/s & contents, evaluation system, recommends modification in curriculum, syllabus, policies, etc. and sends the proposal to the Registrar Office for forwarding to the Academic Council. It is then escalated to the Syndicate for recommendation and redirecting to UGC for approval. Before forwarding the introduction or modification of courses, policies and other academic issues to the Academic Council, the departments have to present it to the Academic Monitoring and Coordination Committee (AMCC).

Academic Monitoring and Coordination Committee (AMCC) is headed by Vice-chancellor and comprised of Pro Vice-chancellor, Registrar, & Heads of Departments/ Deans of Schools, holds regular meetings for apprising all sorts of academic issues and undertaking essential decisions.

The Discipline Board (consisting of Vice-Chancellor, Pro Vice-Chancellor, Treasurer, Registrar, Proctor, 1 member of Syndicate) of UAP holds the supreme authority to supervise and control the discipline and conduct of the students and recommend action/s necessary to comply with the disciplinary rules & regulations. The Proctor, who is a member of Discipline Board, holds the responsibility to ensure discipline, good conduct and behavior of students during office hours. Any teacher or officer of UAP within the power vested upon him/her has the authority to take action/s as he deems necessary for maintaining the discipline. Every such action, however, must be reported to the Proctor.

Any form of strike, threat, coercion, obstruction from attending classes, laboratories, or library which hampers the normal functioning of the university is strictly prohibited. The options of fine, withdrawal, suspension, expulsion, or rustication can be exercised by the board subjected to level of misdemeanor.

The University holds the right to remove or dismiss any faculty/staff on grounds of neglect of duty, misconduct, moral turpitude & inefficiency. In such case an inquiry committee is required to be constituted by the Syndicate for carrying out inquiry into the charges brought against the alleged faculty/staff. The accused faculty/staff is of course given an opportunity to defend himself/herself in person or through a representative as stipulated in UAP rules. Faculty/staff seeking a position in the parliament, or any other public office must resign from the service of the University.

The UAP rules & regulations and appropriate code of conduct and requisite discipline are extensively communicated during the orientation program arranged for newly recruited faculty members.

The information booklet provided to the students by the Registrar Office on Orientation Day explicitly narrates the obligatory discipline during examination, requisite benchmark of etiquettes at the campus and the UAP rules and regulations.

It is mandatory for the students to put on Identity Card during his/her stay at the campus and to produce on demand by Proctor, Teacher or officer of the University.

At Program (Department) Level

At program (Departmental) level a localized management system is in place. Regarding this program level management of governance operations, the self-assessment findings are as follows:

Interaction with Central Authorities:

Although the Department follows the guidance of the central authorities in line with the vision and mission of the university, the program level management practices a certain level of autonomy regarding the methods of application of certain policies. For example, Architectural design studio based classes and design juries require extra-long hours and the program level management asks for special arrangements for keeping the central facilities open up to late hours in exception with general rules. The central authorities usually meet these kinds of demands. There are certain policies and procedure for such department specific situations and requirements.

Defined Responsibilities:

Inside the Department, the Dean, Head, teachers and administration staffs all have their defined responsibilities as per how the operations of governance should take place. These responsibilities are documented in appointment letters and service rules. Recently new teachers get a comprehensive training (Improving Learning and Teaching Skills, ILTS) on various things which include the definitions of responsibilities.

Program Outcomes (PO):

The governance process at program level makes sure that central vision and mission of the university is followed through achieving program educational outcomes those are in line with the vision and mission. The program educational outcomes were finalized during the current SA process. They are follows:

1. from Idea to Architecture:

Students will demonstrate the ability to capture the imagination of the self and the collective consciousness and turn those imaginative ideas in to architectural designs for material embodiment while doing all these by using a set of design skills ranging from core to advanced level.

2. Architecture as part of a broader context:

Students will acquire and demonstrate certain sensitivity towards the fact that: architecture has a meaningful two-way relationship with a larger social, cultural, historical and ethical context, global or local, while using methods including critical thinking, precedence studies and interdisciplinary approaches.

3. Communication (Media and Representation):

Students will be able to demonstrate the ability to communicate and express their thoughts and designs through all appropriate channels: be it visual or any other mode, basic or advanced while simultaneously garnering skills to read / interpret the creative / expressive production of others.

4. Making, Building and Materiality:

Students will demonstrate certain sensitivity towards materials and will also demonstrate skills to appropriately use techniques and technologies of making, building and fabrication ranging from traditional to more contemporary digital computational as well of complex systems of building services.

5. Sustainable Practices:

Students will demonstrate keen understanding of vital mutual interdependence and delicate balance among global systems: natural, man-made, ecological or economical and will also demonstrate awareness of contemporary practices towards sustainability.

6. Research and Continuous Development:

Students will demonstrate keen interest in and capacity to conduct outcome oriented research while also demonstrating the attitude to work with communities as part of furthering knowledge and the willingness to share the end products: intellectual as well as physical.

7. Profession:

Students will demonstrate ability to synthesize all knowledge and skills acquired in this program towards a robust professional mindset incorporating awareness of standards and codes, spirit of teamwork and diversity as well as capacity of being a leader in profession.

Code of Conduct and Engagement:

The Department aspires to furnish detailed code of conduct and engagement with each individual group. It is already mentioned that the Code of Conduct is communicated with students in their orientation program. Exam related rules and penalty for breaking the rules are printed on the cover page of examination scripts. At Department of Architecture, UAP, a collegial atmosphere remains within students and teachers which are helpful to maintain proper conducts.

Monitoring, Review and Development:

The Head and Dean as well as senior teachers constantly monitor the academic progress of the Department. Class representatives are elected from each batch of students and they also play an active role to help the teachers in monitoring the educational activities of the Department.

2.2

**Academic
Documentation**

The Standards:

Standard 1-6: The University must have a well-designed website, which will contain all sorts of information of the university and programs with easy access to the stakeholders.

Standard 1-7: A student handbook containing mission, objectives, graduate profile academic calendar, rules, regulations and program related information in details.

Standard 1-8: Documentation at all levels of university administration from central to individual faculty members.

UAP values academic documents to ensure maximum transparency and accountability. In this line it is important to have documents regarding all its academic proceedings. It remains a fact that all day to day decisions are not yet recorded and documented up to the last detail. However, the Department hopes to achieve that goal as soon as possible. Meanwhile, all the basic documentation process is already in place.

Regular Documents:

Students' Handbook (Prospectus of the Department)
is given to new students which includes, among other things, vision mission of the program, PEO, PO, curriculum & assessment strategy.

An Information Booklet
is provided (by the Registrar Office on Orientation Day) to all the UAP students (undergraduate and post-graduate programs of UAP) that contains information related to Board of Trustees, UAP Administration, Undergraduate programs, Graduate programs, Registration Procedure, Campus Resources (Library, e-journal, Lab, Canteen, Medical Center, Co-curricular activities), Admission related information, Collaboration/academic affiliation with foreign universities, Professional Affiliation, Discipline during examination, Rules for repeat examination, Waiver policy, Post admission withdrawal and locations of different departments/sections.

University (interdepartmental) minutes of meetings, decisions of different committees
are duly preserved. The minutes of the meetings of the Board of Trustees (BOT), Syndicate, Finance Committee, Purchase & Procurement Committee, and other committees consisted of BOT members are maintained by Board Secretary and approved by the convener/s. The minutes of the meetings of Academic Council, AMCC and Selection Committee are prepared by Registrar Office and endorsed by the Vice-chancellor. Following the decisions of the meetings, Office Orders are issued by the Registrar Office.

Other Departmental documents
include Decisions of committees, Class attendance registers, questions, answer scripts, marks, examination results, students' progress etc. As mentioned earlier Code of examinations printed on cover page of examination scripts.

Except some exceptions, all documents are accessible to everyone who needs them.

Website and Other Internet-Based Documentation:

http://www.uap-bd.edu - is the official webpage of the University of Asia Pacific. Valuable information such as academic calendar of different programs and such other items are digitally documented in the website of the university. It hosts Information regarding the different schools and their respective programs, course curricula & syllabus, class schedule, grading system, faculty profiles and resources of different departments including the Department of Architecture.

The website also includes admission requirements, admission test schedule, procedures and results, fees & waiver related information of different programs. The website notice board is animated with updated information & announcements, latest news & events as well as UAP media releases.

However, it is found in the stakeholder surveys that there is disappointment among the stakeholders regarding the quality and performance of the website. A newly formed Committee consisting members from the departments of CSE and Architecture along with the IT Department of the University is currently working in collaboration with selected vendors for the qualitative development of University Website. In the Meantime the Portion of the website which covers the Department of Architecture has been revamped and updated.

Orbund:

UAP also digitally keeps all academic records of students through online monitoring software named Orbund. The Office of Registrar and Controller of Exams, with the assistance of IT section moderate and preserve the information related to registration and publication of results.

Apart from the "registration" of each student for current semester, this software can also keep students' basic personal information, class attendance records as well as marks of all examinations including class tests, mid-term and final examinations. Each student is given unique ID to log in and digitally access his or her academic information of the current and previous semesters.

2.3

Peer Observation and Feedback Process:

The Standards:

Standard 1-9: In order to be responsive to the emerging changes and needs universities and the academic units of the university must have effective institutional leadership and sufficient autonomy.

Standard 1-10: The academic leaders and the faculty members must be judicious and guided by the values of quality assurance.

Standard 1-11: Management of stakeholder's feedback to get useful insights for the purpose of improvement in all aspects of teaching, learning and research.

Peer observation and feedback process strongly exists in the Department of Architecture but it is mostly done as part of the "Studio Culture" and relatively is less formalized.

Officially students' and teachers' performance are directly or indirectly observed. Admin staffs are not currently included in the observation and feedback process.

Teachers from other classes in Design Juries (Final and Preliminary Assessments):

Design studio type education is the main and most dominant feature of Architectural education. In most design classes there are more than one teacher, so there is an in-built possibility of peer review. After the students complete a certain portion of the design assignment, an assessment process takes place – which is usually labeled as "Preliminary assessment" of design. At the end of an assigned project all students are evaluated in a "Jury" session where the students and jurors engage in dialogues and debates. In such occasions, not only the class teachers, but also teachers from other classes are invited to be external examiners. The external teachers not only comment on the design of the individual student, but they talk about the performance of the overall teaching-learning of the class also. This ensures some kind of peer review and feedback. Though this is a widely practiced convention (that of inviting teachers of other classes), there is no written rule about this practice. This kind of peer review is absent in the case of theory classes.

> **The Jury Week:** The last week of the semester is usually dedicated as "Jury Week" where all students of each semester present their projects in respective Jury sessions. Students are also allowed and often encouraged to raise question about their fellow classmates' design projects or about juror comments. A formal notice about the date of the final jury and respective peer juror list is circulated at least a week prior to the jury date.

Peer Feedback from Outer Sources:

Each semester ends with a grand Jury session of the final year thesis projects. In this final design jury external jurors from other universities are invited. Apart from the invited guests, in this public jury sessions the Department of Architecture, UAP generally attracts many academicians from other universities as well as renowned practicing architects. These feedbacks come in the form of verbal comments and suggestions in the midst of design discussion. However no arrangement is in place to record these proceedings. Apart from the external teachers and practicing architects, the Department also invites members of executive committee of professional bodies such as Institute of Architects of Bangladesh, professionals from other fields (if required) and potential clients of specific thesis projects (if the concerned student requests).

Peer feedback from public responses:

As part of the Studio culture it is often encouraged to display students work in public exhibitions whenever opportunity arises. In those cases students are asked to be present in the exhibitions and get engaged with dialogues and take oral and written (if possible) feedbacks from the spectators. These feedbacks are later discussed in studios to reevaluate students' understanding of the projects.

> **Open Day:** It is strategically decided by the Department that in each semester a grand exhibition of selected works of the previous semester will be organized. This event is named as "Open Day" which is open for public display and comments. Students are also asked to bring their guardians during the event so that they can get a hint of their works in the university and meet their teachers. The second "Open day" exhibition took place in current semester with the works of Spring 2017 semester.

Student and Alumni, and Other Feedback Procedure:

Student feedback is systematically and digitally taken every semester regarding the teaching quality of faculty members. These feedbacks are collected anonymously. They are monitored by the academic authority and the concerned faculty member is cautioned if the feedback is found to be below standard.

The faculty Members are also asked to fill up an annual self-assessment feedback when (s)he is eligible for the next increment in her/his salary.

As part of the current Self-Assessment process, feedback from alumni is also taken. Students' advisors also get to know certain types of feedback from students if the students choose to share their learning experiences and issues (if any) with their advisors.

The social media groups and forums have also become a source of informal or indirect feedback in recent times to find the contemporary pulse among the students. All these kinds of feedback can be valuable for future development but this need to be formalized. UAP has launched an official Facebook page recently. [https://www.facebook.com/University-of-Asia-Pacific-UAP-493901247639013/]

2.4

**Internal Quality
Assurance Process:**

UAP is one of the contract signatories of HEQEP (Higher Education Quality Enhancement Project), an initiative of the University Grants Commission (UGC) in a quest of excellence in the tertiary education of Bangladesh in conjunction with World Bank. With a view to further institutionalizing quality culture, UAP has started its institutional quality assurance cell (IQAC) with the support from UGC and the World Bank. IQAC, in its bid to establish quality culture and to come up with an improved academic plan to ensure systematic and intended goal-based curriculum delivery, has been putting efforts by conducting and arranging series of workshops and seminars through Self-Assessment Committee (SAC) of each department of UAP. A Quality Assurance Committee (QAC), headed by the Vice-chancellor as Chairperson and comprised of distinguished and dedicated members of UAP, is actively engaged in enhancing and ensuring academic quality at UAP.

Department of Architecture is to continue the process of self-assessment and quality assurance process after the first year of the SA cycle completes.

Improving Learning and Teaching Skills (ILTS):

With an aspiration to elucidate the role of the teacher in creating effective learning environments, employing active learning strategies & technique, ensuring an effective learning environment, developing the tools that allow students to practice learning in the class environment, UAP has initiated Improving Learning and Teaching Skills (ILTS), a ten-week long faculty development program, led by the UAP Pro Vice-chancellor as a resource person and chief coordinator.

Infrastructure for Governance Operations:

It is also important that all the quality assurance operations regarding governance must be strongly backed up by adequate and efficient infrastructure and facilities. UAP DoA currently, has ample class rooms, office rooms, conference room, computers, printers, internet facilities, Notice boards, multimedia projectors, sound systems etc.

2.5 Stakeholders' view over Governance

Survey Questions:

Q.01.   Vision, mission and objectives of the entity are clearly stated
Q.02.   Academic decisions are taken by the entity with fairness and transparency
Q.03.   The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity
Q.04.   The entity has adequate infrastructures to satisfy its mission and objectives
Q.05.   Academic calendars are maintained strictly by the entity

Students' response — number of persons voted (among 115 students)

	Average out of 5		5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
Q.01	4.27	Agree	49	50	15	0	1
Q.02	3.91	Agree	38	51	10	11	4
Q.03	4.08	Agree	33	63	15	3	1
Q.04	3.47	Undecided	25	44	10	32	4
Q.05	4.23	Agree	51	48	8	7	1

Alumni response — number of persons voted (among 124 Alumni)

	Average out of 5		5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
Q.01	4.17	Agree	43	65	10	6	0
Q.02	4.09	Agree	45	58	9	11	1
Q.03	4.02	Agree	31	72	14	7	0
Q.04	3.81	Agree	36	54	13	17	4
Q.05	4.18	Agree	53	52	7	12	0

Survey Questions:

Q.01. Vision, mission and objectives of the entity are clearly stated
Q.02. Academic decisions are taken by the entity with fairness and transparency
Q.03. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity
Q.04. The entity has adequate infrastructures to satisfy its mission and objectives
Q.05. Academic calendars are maintained strictly by the entity

Faculty response — number of persons voted (among 16 Faculty members)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	3.69	Agree	4	5	6	0	1
Q.02	4.4	Agree	6	9	0	0	0
Q.03	3.31	Undecided	2	6	3	5	0
Q.04	3	Undecided	1	4	5	6	0
Q.05	4.63	Strongly Agree	10	6	0	0	0

Support Staff response — number of persons voted (among 4 support staffs)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	4	Agree	0	4	0	0	0
Q.02	5	Strongly Agree	4	0	0	0	0
Q.03	4.33	Agree	1	2	0	0	0
Q.04	4.25	Agree	1	3	0	0	0
Q.05	4.75	Strongly Agree	3	1	0	0	0

Q.01.   Vision, mission and objectives of the entity are clearly stated
Q.02.   Academic decisions are taken by the entity with fairness and transparency
Q.03.   The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity
Q.04.   The entity has adequate infrastructures to satisfy its mission and objectives
Q.05.   Academic calendars are maintained strictly by the entity

Response comparison

	average score (out of 5)				Grand Mean	Mean response
	Student	Alumni	Faculty	Staff		
Q.01	4.27	4.17	3.69	4	4.03	Agree
Q.02	3.91	4.09	4.4	5	4.35	Agree
Q.03	4.08	4.02	3.31	4.33	3.94	Agree
Q.04	3.47	3.81	3	4.25	3.63	Agree
Q.05	4.23	4.18	4.63	4.75	4.45	Agree

Student	Alumni	Faculty	Staff	Grand Mean
In the questions of transparency and infrastructures to satisfy mission and objectives, the current students are more critical.	The Alumni are more balanced in their responses. The slightly lower response is regarding the mission and objectives and infrastructures, which is reasonable as they are updated and clarified more in recent times after coming to permanent campus. Interestingly Q.03 also falls in similar category though the alumni awarded it better grades.	Responses among the Faculty are more critical in comparison to other stakeholders though in two cases they have responded more favorably than others. Both are tangible and rather common governance issues. However in more conceptual issues the faculty members thinks more efforts are required.	The Staffs are the most satisfied among other stakeholders, having a perfect score of 5 in question of fairness and transparency. As they are more connected with day to day governance, the responses are understandable, though the total number of respondents are too small	even though the mean response of the above mentioned questions regarding governance are quite favorable ("agree", 4 marks), it is clear that the university needs to look at its infrastructural capacities

Q.06.   Results are published timely in compliance with the ordinance
Q.07.   The entity reviews its policy and procedures periodically for further improvement
Q.08.   Codes of conduct for the students and employees are well communicated
Q.09.   Disciplinary rules and regulations are explicitly defined and well circulated

Students' response — number of persons voted (among 115 students)

	Average out of 5		5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
Q.06	3.75	Agree	30	52	14	12	7
Q.07	3.96	Agree	31	56	20	8	0
Q.08	4.2	Agree	44	58	8	3	1
Q.09	3.9	Agree	40	45	16	6	8

Alumni response — number of persons voted (among 124 Alumni)

	Average out of 5		5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
Q.06	4.23	Agree	48	63	6	7	0
Q.07	3.75	Agree	29	59	17	14	5
Q.08	3.89	Agree	36	56	15	16	1
Q.09	3.91	Agree	32	63	17	10	2

Faculty response — number of persons voted (among 16 Faculty members)

	Average out of 5		5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
Q.06	4.56	Strongly Agree	11	4	0	1	0
Q.07	3.94	Agree	5	6	4	1	0
Q.08	3.87	Agree	3	8	3	1	0
Q.09	3.19	Undecided	2	5	4	4	1

Survey Questions:

Q.06.   Results are published timely in compliance with the ordinance
Q.07.   The entity reviews its policy and procedures periodically for further improvement
Q.08.   Codes of conduct for the students and employees are well communicated
Q.09.   Disciplinary rules and regulations are explicitly defined and well circulated

Support Staff response — number of persons voted (among 4 support staffs)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.06	4.75	Strongly Agree	3	1	0	0	0
Q.07	4	Agree	1	2	1	0	0
Q.08	4.25	Agree	2	1	1	0	0
Q.09	4	Agree	1	2	1	0	0

Response comparison

	average score (out of 5)				Grand Mean	Mean response
	Student	Alumni	Faculty	Staff		
Q.06	3.75	4.23	4.56	4.75	4.32	Agree
Q.07	3.96	3.75	3.94	4	3.91	Agree
Q.08	4.2	3.89	3.87	4.25	4.05	Agree
Q.09	3.9	3.91	3.19	4	3.75	Agree
	The responses of both the current students and the alumni are on the borderline of 4 only crossing twice in cases of codes and result publishing. Though the responses are fairly favorable there are still scopes for development		Similar to the responses of students and alumni, but they have more to say about disciplinary rules and regulations.	mostly satisfied	fairly satisfactory, with a footnote of better circulating the disciplinary rules and regulations	

Survey Questions:

Q.10. Website is updated properly
Q.11. the entity provides comprehensive guidelines to the students in advance by
means of a brochure/ handbook
Q.12. the entity ensures a conducive learning environment
Q.13. Students' opinion regarding academic and extra-academic matters are
addressed properly

Students' response — number of persons voted (among 115 students)

	Average		5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
	out of 5						
Q.10	1.92	Disagree	7	14	8	21	64
Q.11	3.95	Agree	46	41	12	9	6
Q.12	3.72	Agree	20	61	18	14	2
Q.13	3.03	Undecided	13	37	23	25	17

Alumni response — number of persons voted (among 124 Alumni)

	Average		5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
	out of 5						
Q.10	2.9	Undecided	10	34	31	32	17
Q.11	3.72	Agree	22	63	23	14	2
Q.12	4.45	Agree	69	45	7	3	0
Q.13	3.85	Agree	29	62	21	9	3

Survey Questions:

Q.10. Website is updated properly
Q.11. the entity provides comprehensive guidelines to the students in advance by means of a brochure/ handbook
Q.12. the entity ensures a conducive learning environment
Q.13. Students' opinion regarding academic and extra-academic matters are addressed properly

Q.14 Documentations (decisions of committees, class attendance registers, questions, answer scripts, marks, examination results, students' progress etc.) are maintained properly
Q.15 Decision making procedure in the entity is participatory

Faculty response — number of persons voted (among 16 Faculty members)

	Average	5	4	3	2	1
	out of 5	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.10	2 Disagree	0	2	3	4	7
Q.11	4 Agree	5	8	1	2	0
Q.12	4.31 Agree	6	9	1	0	0
Q.13	3.63 Agree	2	8	4	2	0
Q.14	4.13 Agree	4	10	2	0	0
Q.15	4.06 Agree	5	8	2	1	0

Support Staff response — number of persons voted (among 4 support staffs)

	Average	5	4	3	2	1
	out of 5	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.10	4.5 Strongly Agree	2	2	0	0	0
Q.11	4 Agree	0	4	0	0	0

Survey Questions:

Q.10. Website is updated properly
Q.11. The entity provides comprehensive guidelines to the students in advance by means of a brochure/ handbook
Q.12. The entity ensures a conducive learning environment
Q.13. Students' opinion regarding academic and extra-academic matters are addressed properly
Q.14 Documentations (decisions of committees, class attendance registers, questions, answer scripts, marks, examination results, students' progress etc.) are maintained properly
Q.15 Decision making procedure in the entity is participatory

Response comparison

	average score (out of 5)				Grand Mean	Mean response
	Student	Alumni	Faculty	Staff		
Q.10	1.92	2.9	2	4.5	2.83	Undecided
Q.11	3.95	3.72	4	4	3.92	Agree
Q.12	3.72	4.45	4.31		4.16	Agree
Q.13	3.03	3.85	3.63		3.5	Agree
Q.14			4.13		4.13	Agree
Q.15			4.06		4.06	Agree

Student	Alumni	Faculty	Staff	Grand Mean
Mostly critical on the borderline of "Undecided" with showing strong resentment towards UAP website.	Alumni are the most positive regarding UAP learning environment. Perhaps a physical distance from the institute made them reevaluate their days in UAP	mostly agreeing with the governance issues with ample dissatisfactions on the matters of Website and student's participation in related affairs	The Staffs are more satisfied about website and handbooks. One reason could be their intensity of using those facilities more than other shareholders.	Other than the Staff members all the stakeholders are unhappy about the website which requires immediate monitoring. Students' voice are also to be listened more in relevant matters

3

Chapter 3
Curriculum Design & Review

A curriculum is broadly defined as the totality of student experiences that occur in the educational process [Kelly, A.V. (2009). *The Curriculum: theory and practice (6th ed.)* ISBN 9781847872746]. More specifically, it can refer to the courses, their contents and sequence as offered in a program at an educational institution. Besides, it also encompasses the learning experience, skills and attitudes expected to be gained by the students during the course of the program. Designing of a proper curriculum, therefore, is key to an effective teaching-learning process.

This section highlights the curriculum of B. Arch program at UAP, its review process, and the alignment with the generic skills /P.O. to be attained by the graduates of the program. The overview on these issues is coupled with the discussion of various standards as prescribed in the self-assessment manual.

The Standards:

Standard 2-1: University must have a well-defined procedure to design and review the curriculum of academic programs periodically.

Standard 2-2: There must be a program specific body or committee with representation from the major stakeholders to take care of design and redesign of curriculum.

Standard 2-3: Designed curriculum with valid basis and all changes in the curriculum with specific reasons must be properly documented.

3.1

Need Assessment

Obviously, the first step in any process of curriculum design or review is to assess and analyze the needs of the stakeholders. At Department of Architecture of UAP the need assessment process can be discussed in two parts: firstly the assessment done by the original curriculum team which worked in 1996 and secondly the subsequent ongoing need assessment and review by various curriculum committees.

>   ***The Original Curriculum*:**
>   Some time before the official commencement of the classes of the first batch in 1997, a team was formed to make the curriculum of the new Department [All relevant information regarding this team was gathered by the SA committee by interview with senior faculty members]. The team members were:
>
>   >   Professor Dr. Abu Sayeed M Ahmed (current dean of the faculty at UAP),
>   >   Dr. Mahbubur Rahman (then professor of BUET),
>   >   Dr Fuad Hassam Mullick (then professor BUET and later Head of Architecture, and also Pro-VC, BRAC University),
>   >   Md Ali Naqi (currently Vice Chancellor of Stamford University and then faculty member at Khulna University) and
>   >   Mr. Ziaul Islam (currently Head of the Department at UAP).
>
>   Regarding the need assessment activities of that committee, one former member said the following: Firstly it was generally observed that the building industry of a developing country like Bangladesh needed a lot of building professionals such as architects and engineers. Secondly, the committee members studied the curriculums of other universities. There were only two (and one newly formed) architectural schools: namely BUET, Khulna University and Ahsanullah University of Science and Technology. They analyzed the curriculum documents and based on their long experience in architectural

education, suggested the changes needed to be done after discussing various issues among themselves. However, the first curriculum of DoA in UAP was not radically different from those of BUET or the other schools.

***Continuous Process of Need Assessment*:**

Each department of UAP has a course and curriculum committee (more about this committee in next section) and in DoA of UAP the committee gathers information about needs regarding curriculum changes through various channels. Firstly, from the teacher's evaluation forms feedback a general idea can be gathered about how each course is going. Students result data of multiple years can be obtained from the ORBUND software that is used at UAP. That also gives an idea about different subjects in the curriculum. On the other hand the Head of the Department and student advisors regularly talk to students about how each and every subject is being taught and if the subject matter is relevant or not. These give a general need assessment regarding different subjects.

Currently, as part of the SA process, the Department is talking to faculty members, alumni and employers regarding various issues which include curricular issues also. This is going to be another vital channel of curricular need assessment for the Department. In future the Department plans to have a more structured process of curricular need assessment in place.

Professional body Accreditation

In addition to the official approval of the Bachelor of Architecture program in1996 under the Private University Act 1992, the Department of Architecture also acquired accreditation from the Institute of Architects, the only professional body of architects in Bangladesh. Both the UGC and IAB have updated their criteria for accreditation in recent past, according to which the DoA of UAP has updated its academic and infrastructural capacities and renewed the IAB accreditation in April 2016. It is valid until March 2021.
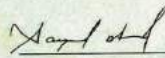
বাংলাদেশ স্থপতি ইন্সটিটিউট
INSTITUTE OF ARCHITECTS BANGLADESH

IAB Accredited Architecture Program

This is to certify that

the Undergraduate Program at

the Department of Architecture

UNIVERSITY OF ASIA PACIFIC

is an Institute of Architects Bangladesh (IAB) accredited architectural program.

This accreditation is valid for

April 2016 to March 2021

Date of Issue: 20 March 2016

_____
President
Institute of Architects Bangladesh

_____
Chairman
Education Standing Committee

_____
General Secretary
Institute of Architects Bangladesh

The Authority shall display the IAB Accreditation Certificate at their academic office as long as the accreditation continues, but not otherwise

3.2

**Curriculum
Design**

The full curriculum document is supplied as part of the prospectus which is given to the new student and it is provided with this report also. Different aspects of the curriculum are discussed below.

Total requirement for the B.Arch degree is 198 credits. (Including a non-credit internship of 12 weeks any time after the seventh term)

* Contact hour is calculated per week

Bachelor of Architecture

General Education

Credit hour 17

Contact hour 17

Credit hour 81

Contact hour 120

Design Studio (Sessional)

Credit hour 55

Contact hour 55

Subject specific Compulsory theory

Supporting Sessional

Credit hour 29

Contact hour 55

Optional Theory

from all the optional courses, students require to complete any eight courses altogether

Credit hour 16

Contact hour 16

***General Description of the Curriculum*:**

Currently one student has to complete 71 courses and earn a total credit of 198 to complete the Bachelor of Architecture degree. On top of that, there is a non-credit special requirement course namely Internship (professional training). The core of the curriculum is design studio courses. There are 10 design courses carrying credits varying from 9 to 15. There are also 17 sessional subjects those includes Architectural Graphics, Landscape design, Interior design etc. There are 36 compulsory Theory Subjects and 8 (out of 16) optional theory subjects. It was observed that students do not get ample chance to get the flexibility of choosing between optional theory subjects. In many cases only one of the two optional subjects are offered due to various reasons (one being non availability of subject teachers etc.). For example, in level one term two, students should have been able to choose between Art Appreciation and Music Appreciation. However, in recent semesters only Art Appreciation was offered as no qualified teacher for the other subject could be found in time. Information regarding the offered courses in each semester is circulated among students during registration window for the semester. During the current SA process teachers finalized 5 Program Educational Objectives (PEOs), 7 Program Outcomes (Pos) and various subject streams (clusters) and all the subjects (theory, sessional and design) should follow these PEOs and POs from now on. These PEOs, POs and streams are covered in a later section in this chapter. Though all these are done to make the curriculum Outcome-Based, the existing tone of the curriculum is mostly content based.

***Outcome-Based vs. Content-Based Curriculum Design*:**

It is evident that the education of architecture is "sessional heavy" more than the theory courses. Therefore the curriculum is by default not "content based" for most of its parts. The sessional courses are more inclined towards higher cognitive exercises like "evaluation" and "creation" according to revised Bloom's Taxonomy. "Process" and "production" are the two main factors for all sessional courses. However the situations of the theory courses are relatively different. Though all the efforts are there to gradually shift the curriculum to outcome-based, there still remain some aspects of content based curriculum, which needs to be addressed. This emphasis on content may be a legacy of the old BUET curriculum which served as a starting point for

various new architectural curricula including that of the Department of Architecture at UAP. Each subject (specially the theory subjects) stand apart as independent entities and the subject teacher has primary control over what is to be taught. This "Degree of Control" makes the content more important than the outcome. There exists strong "Framing" that is each subject has its own strong boundary and all the subjects do not efficiently work as a team to achieve certain outcomes. It is not to say that the situation is dismal, it is to say that the outcome based synchronization has yet to go some way more. It is also observed by the SA committee that the pacing and timing to specific courses needs to be addressed to make it more aligned towards outcome.

3.3
Curriculum
Review Process

The SA process observed that curriculum review and revision process exists in the DoA of UAP. The process is rigorous though not used regularly. It is expected that the review process would start full blooded operation, after the culture of thorough and continuous development takes hold after the current SA cycle. It is worth to mention here the official process of University of Asia Pacific regarding curriculum review.

***Course and Curriculum Committee*:**

In each of the department of UAP, there is a "Course and Curriculum Committee". The committee comprises the departmental Head and full-time teachers and two subject-matter external experts from other universities, as nominated by the Dean of the school or Head of the Department. It is to be mentioned that the nominated members of the committee hold office for a term of two years. Once the departmental committee reviews and proposes any changes to the curriculum, it presents to the Academic Monitoring and Coordination Committee (AMCC). The AMCC meets

every month and discusses any issues pertaining to academic issues, in general. Once the proposed curriculum is agreed upon by the AMCC, it is forwarded to the Academic Council (AC) for further perusal. After it is approved by AC, it is placed before the University Syndicate. Upon approval of the Syndicate, the proposed revised curriculum is sent to UGC for its further review and final ratification. (details as follows)

***Review Process of Course and Curriculum Committee*:**

Once again, even though the review process does not take place frequently, there remains an official guideline for the process. The curriculum review process at UAP officially centers on the stakeholder needs and their in-depth assessment.
The process is to be carried out as follows:

> First, the Committee convenes a meeting with all the faculty members regarding curriculum review. During the meeting, a preliminary appraisal on the rationale of making changes in the existing curriculum is to take place.
>
> > It then elicits their concrete opinions and suggestions on the need of assessing the current course structure and of any possible revision required to be incorporated in the contents of their respective courses. For this purpose, the committee sets a deadline by which the faculty members would propose changes to the courses of their expertise. The Committee along with other faculty members meets to discuss the proposed modifications.
> >
> > > Once there is a consensus amongst all the faculties relating to the incorporation of the recommended changes, the Committee prepares the draft on the curriculum revision that would be placed before the course & curriculum committee of DoA. The committee holds a threadbare discussion on the draft of proposed revised curriculum; during the meeting, the two external experts offer their opinions and debate the pros and cons with regard to the suggested

modifications as put forward in the draft. All this is done keeping in view the current real life demands, the emerging needs of the society, and the practice being followed in premier architecture schools – both local and global.

The revised curriculum as proposed and approved by the curriculum committee is then presented to AMCC following the university rules.

Next, it is placed to Academic Council, and finally, to the university Syndicate.

Subject to the Syndicate approval, it is sent to UGC for its final decision.

*Extra Note on the Review Process***:**

It may be mentioned that there is a general decision of UGC that stipulates that until a particular university shifts to its permanent campus, no review of the courses and curriculum of any of its program offering entities would be carried out. Thus, a substantial revision of the existing curriculum of B. Arch program had been stalled until 2016.

3.4

**Curriculum
Alignment and
Skill Mapping**

The Standards:

Standard 2-4: Curriculum must be aligned with program objectives, intended learning outcomes through proper skill mapping.

Standard 2-5: Designed curriculum must satisfy the mission and defined graduate profile.

During the current SA cycle the faculty members of the Department of Architecture (DoA) of University of Asia Pacific (UAP) conducted a series of workshops to finalize the Program Educational Objectives (PEOs) of the B. Arch degree. The mission of the Department, the PEOs and the mapping with mission and PEOs are given below.

Mission

The Department's mission is to:

Continuously upgrade the scholastic endeavor and to evolve a teaching-learning environment that is engaging and conducive for guiding young inquisitive minds.

By combining tradition with new innovations and creativity the Department acts as a center point for generation and exchange of ideas those can contribute for a better future of the society in a responsible and morally upright way.

The Department provides a vibrant academic environment where the students, academicians, professionals, national and international peers and eminent personalities engage themselves on connecting, conserving, preserving, creating and applying knowledge for the betterment of the future and the society.

The Department is deeply committed to facilitate the learning environment through state-of-the-art library, labs, workshops, studios and other infrastructural facilities to realize the full potential of our faculties and students.

Program Educational Objectives (PEOs)

The professional and personal developments the graduates are expected to demonstrate a few years after the completion of their degrees are embedded in the PEOs.

PEO 1: Take professional standards to new heights by being an exemplary knowledgeable and ethical professional.

PEO 2: Make innovation, creativity and exchange of ideas the central means to serve the society.

PEO 3: Demonstrate ability to work efficiently in groups, communicate skillfully and show leadership qualities.

PEO 4: Be at par with state of the art techniques and technology and most current research and development.

PEO 5: Take lifelong learning as a motto and pursue and succeed in further education be it personal or institutional

Mapping between Mission vs. PEOs

Mission ↓ \ PEOs →	1. Take professional standards to new heights by being an exemplary knowledge-able and ethical professional	2. Make innovation, creativity and exchange of ideas the central means to serve the society.	3. Demonstrate ability to work efficiently in groups, communicate skillfully and show leadership qualities.	4. Be at par with state of the art techniques and technology and most current research and development	5. Take lifelong learning as a motto and pursue and succeed in further education be it personal or institutional
Continuously upgrade the scholastic endeavor and to evolve a teaching-learning environment that is engaging and conducive for guiding young inquisitive minds.	√				√
By combining tradition with new innovations and creativity the department acts as a center point for generation and exchange of ideas those can contribute for a better future of the society in a responsible and morally upright way.	√	√			
The Department provides a vibrant academic environment where the students, academicians, professionals, national and international peers and eminent personalities engage themselves on connecting, conserving, preserving, creating and applying knowledge for the betterment of the future and the society.		√	√		√
The Department is deeply committed to facilitate the learning environment through state-of-the-art library, labs, workshops, studios and other infrastructural facilities to realize the full potential of our faculties and students.			√	√	

During the current SA cycle the faculty members also finalized the Program Outcomes (Pos) of the B.Arch degree. There are seven POs which details out the relevant skills that are expected to be cultivated within the students. The LOs of all the 71 subjects in the curriculum are aligned towards one or more of the POs.

Proposed PO (Program Outcome) for UAP Architecture Department:

Program outcomes are expected to be reflected in the knowledge, skills and attitudes that the B. Arch students at UAP at the time of their graduation.

1. From Idea to Architecture: Students will demonstrate the ability to capture the imagination of the self and the collective consciousness and turn those imaginative ideas in to architectural designs for material embodiment while doing all these by using a set of design skills ranging from core to advanced level.

2. Architecture as part of a broader context: Students will acquire and demonstrate certain sensitivity towards the fact that: architecture has a meaningful two-way relationship with a larger social, cultural, historical and ethical as well as physical context, global or local, while using methods including critical thinking, precedence studies and interdisciplinary approaches.

3. Communication (Media and Representation): Students will be able to demonstrate the ability to communicate and express their thoughts and designs through all appropriate channels: be it visual or any other mode, basic or advanced while simultaneously garnering skills to read / interpret the creative / expressive production of others.

4. Making, Building and Materiality: Students will demonstrate certain sensitivity towards materials and will also demonstrate skills to appropriately use techniques and

technologies of making, building and fabrication ranging from traditional to more contemporary digital computational as well of complex systems of building services.

5. Sustainable Practices: Students will demonstrate keen understanding of vital mutual interdependence and delicate balance among global systems: natural, man-made, ecological or economical and will also demonstrate awareness of contemporary practices towards sustainability.

6. Research and Continuous Development: Students will demonstrate keen interest in and capacity to conduct outcome oriented research while also demonstrating the attitude to work with communities as part of furthering knowledge and the willingness to share the end products: intellectual as well as physical.

7. Profession: Students will demonstrate ability to synthesize all knowledge and skills acquired in this program towards a robust professional mindset incorporating awareness of standards and codes, spirit of teamwork and diversity as well as capacity of being a leader in profession.

**Course Grouping
and Streams:**

During the current SA cycle, the faculty members of DoA, UAP also grouped the 71 course subjects into 10 streams or cluster for better alignment and overall synchronization towards stated outcomes. In future students will be given more choices in the form of optional subjects in line with these streams. The steams are as follows:

Design	Design Studio I, Design Studio II, Design Studio III, Design Studio IV, Design Studio V, Design Studio VI, Design Studio VII, Design Studio VIII, Design Studio IX, Design Studio X, Interior design (Sessional), Landscape design (Sessional), Graphic art
Communications And Expressions:	Computer Skills, Architectural Graphics I, Architectural Graphics II, Seminar 1, Seminar II, Computer Graphics, Cad, Photography, Art and sculpture, Dissertation
History Theory & Criticism:	**[History]** History of Architecture I, History of Architecture II, History of Architecture III, History of, Architecture IV, History of Architecture V, Architecture and Society of Bengal. **[Theory and Criticism]** Art Appreciation, Music Appreciation, Aesthetics and design, Development of ideas, History of Architecture VI: Contemporary
***Building* Systems:**	Material and Construction workshop, Building & Finish Material, Construction details, Plumbing, Electrical, Mechanical, Building technology, Structure I, Structure II, Structure III, Structure IV, Structure V, Structure VI, Working Drawing I, Working Drawing II,
Human Settlements And Urbanization	Basic Planning, Theory of Planning, Rural Planning, Human settlement, Urban design I, Urban design II, Urban Anthropology
Environment:	ED I Climate and design, Design in tropic, ED IV environment responsive design, Bioclimatic Design, EDII Visual and sonic, Environmental Psycology

General Education (GED):	English I, Physics, English II, Bangladesh Studies, Calculus, Economics, Ecology, Survey Techniques
Practice:	Cost estimation, Professional practice, Specification and codes, Construction management, Accounting, Internship, Building types
Design Supplementary:	Interior design (Theory), Landscape design (Theory), Conservation

3.5

Gaps in Curriculum:

Adequacy to Meet the Needs

During focus group discussion with current and ex-students various points came up. One suggestion was, there should be a subject titled "Introduction to Architecture" or similar title – so that the fresh students can get a unified idea about what architecture education is all about. The students' observation was that our school and college level education does not prepare the students fully about a unique kind of education system like that of architecture, therefore such an introductory course is necessary. Others observed that technical courses should be more contemporary and latest software should be used not only for architectural drafting and presentation, but as active design analysis tool. Architecture school should teach scripting and programming. Some students talked about introduction of subjects like "Design Ethics" etc. Apart from the students' feedback the SA team also observed some issues. For example, the subjects like Survey Techniques and Analytical Methods and Seminar I had overlapping contents, namely basics of research methodology and academic referencing. On the other hand, the students need to apply research methodology in level four term one (urban design), however the course on research methodology (e.g.: Survey Techniques and Analytical Methods) is offered in level four term two. Student also reported too much study and work load in all semesters.

3.6 Stakeholders' view over Curriculum

Students' response — number of persons voted (among 115 students)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	4.2	Agree	43	59	6	7	0
Q.02	3.72	Agree	25	52	22	13	3
Q.03	3.82	Agree	28	56	16	12	3
Q.04	3.09	Undecided	12	40	22	28	13

Alumni response — number of persons voted (among 124 Alumni)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	4.33	Agree	52	63	7	2	0
Q.02	3.77	Agree	27	60	21	14	2
Q.03	3.98	Agree	34	68	11	7	4
Q.04	3.64	Agree	20	63	20	18	3

Q.01. Courses in the curriculum from lower to higher levels are consistently arranged
Q.02. Teaching strategies are clearly stated in the curriculum
Q.03. Assessment strategies are explicit in the curriculum
Q.04. Curriculum load is optimum and exerts no pressure

Faculty response — number of persons voted (among 16 Faculty members)

	Average out of 5		5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
Q.01	3.88	Agree	5	6	3	2	0
Q.02	2.88	Undecided	2	1	7	5	1
Q.03	3.06	Undecided	3	3	4	4	2
Q.04	2.69	Undecided	2	2	3	7	2

Response comparison

	average score (out of 5)				Grand Mean	Mean response
	Student	Alumni	Faculty	Staff		
Q.01	4.2	4.33	3.88		4.14	Agree
Q.02	3.72	3.77	2.88		3.46	Undecided
Q.03	3.82	3.98	3.06		3.62	Agree
Q.04	3.09	3.64	2.69		3.14	Undecided

Students are on the receiving end of a curriculum, and it is clear that they feel more burdened by the amount of work loads.

Among the three stakeholders, the alumni are more positive about the above mentioned issues regarding curriculum, leaning towards "Agree" on average.

As can be expected, the faculty members are relatively more critical on the said issues of curriculum developments. They are in agreement with students about the curriculum load as well as think the strategies should be more developed, having both ticked as "Undecided"

Other than the curriculum composition, all the relevant stakeholders are unsure about teaching and assessment strategies. Perhaps it is needed now to update the curriculum to give more free time to students.

Survey Questions:

Q.05. Curriculum is reviewed and updated at regular intervals in compliance with the rules of the universities

Q.06. Opinions from the relevant stakeholders (students, teachers, employers and alumni) are duly considered during review of the curriculum

Q.07. Curriculum addresses the program objectives and program learning outcomes

Q.08. The curriculum is effective in achieving day-one skill (the skills you need right at the first day of your first job)

Alumni response — number of persons voted (among 124 Alumni)

	Average out of 5		5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
Q.05	3.85	Agree	32	65	9	12	6

Faculty response — number of persons voted (among 16 Faculty members)

	Average out of 5		5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
Q.05	3.63	Agree	2	7	6	1	0
Q.06	3.38	Undecided	1	8	4	2	1
Q.07	4.13	Agree	5	8	3	0	0
Q.08	3.56	Agree	2	8	4	1	1

Survey Questions:

Q.05. Curriculum is reviewed and updated at regular intervals in compliance with the rules of the universities

Q.06. Opinions from the relevant stakeholders (students, teachers, employers and alumni) are duly considered during review of the curriculum

Q.07. Curriculum addresses the program objectives and program learning outcomes

Q.08. The curriculum is effective in achieving day-one skill (the skills you need right at the first day of your first job)

Response comparison
average score (out of 5)

	Student	Alumni	Faculty	Staff	Grand Mean	Mean response
Q.05			3.63		3.63	Agree
Q.06			3.38		3.38	Undecided
Q.07			4.13		4.13	Agree
Q.08		3.85	3.56		3.71	Agree

The alumni think that the curriculum is suited for day one skill in comparison with the Faculty responses. As they are on the delivery end in the field, this view has certain value, though the grade can be further improved

The above mentioned questions are mainly focused on faculty responses. About the PO and PLO mapping with the current curriculum, they are more in agreement, though the faculty view is more skeptical about the system of continuous development or the process of participation for other stakeholders in curriculum review.

4

Chapter 4

Student Entry Qualifications, Admission Procedure, Progress & Achievements

The set of entry qualifications and the admission screening procedure make sure that the most deserving students qualify for tertiary education. The system varies in different departments at UAP but every admission process tries to ensure that most qualified students are chosen. This adds crucial value because not all aspirants are ready to pursue higher education and it is important for good students to have similarly good classmates in their university life. A number of students who enter various universities fail to cope with the emerging demands of higher education and eventually perform badly. Therefore, higher education institutions should put meticulous efforts and concentration in devising entry qualifications and admission procedures. This chapter covers the self-assessment findings regarding this admission process in general. This chapter would also cover the mechanisms by which the university as well as the department monitor, record (and if necessary intervene in) the progress and achievements of students once they are admitted.

Standard 3-1: Entry Requirements must be well defined, measurable and communicable to the potential candidates for admission.

Standard 3-2: Entry requirements must reflect the level of qualifications required to afford the academic load of a particular program and match with the nature of the discipline.

Standard 3-3: The admission process ensures fair treatment to all applicants with transparent and good practices and do not discriminate applicants in any way.

4.1

Entry Qualifications:

***General Qualifications*:**

For Bachelor of Architecture total GPA in SSC & HSC = 7.0 is required. In case of English medium students total GPA in O & A level = 7.0 is the requirement. Candidates must have minimum GPA of 2.5 in five subjects in O level and two subjects in A level. Students must have Science background & skill in free hand drawing. GED students may apply for admission provided they have a cumulative score of 2250 and not less than 410 in individual modules.

***Other Cases*:**

Diploma students may apply for admission provided that they have a minimum GPA of 3.0 and they can apply for their respective department only (i.e. a diploma student of EEE can apply only in EEE department.). H.S.C. appeared candidates (results yet not published) can apply for admission test with two conditions, 1. s/he must have GPA of 4.00 and above in SSC and 2. s/he

will be allowed to take admission upon furnishing HSC results which should meet the minimum requirements for admission in the respective program.

***Study Gap and Credit Transfer*:**

Study gap of maximum 2 years after HSC examination will be accepted. Credit transfer students from other universities are also considered for admission, however their application is considered case by case, taking into account their previous results and track record and also must sit and pass the common admission test for architecture. The minimum GPA for a course is "B" to be considered as transferable. A transfer student must complete 50% (99) of required total credit hour (198) in the Department to be eligible for B.Arch degree.

4.2

Admission Procedure:

Before Admission Test:

During appropriate time admission notification is advertised in national newspapers so that prospective students can come and inquire about their potential future plan with UAP. They can also have a look at the UAP website and look into different aspects of the university. Applicants can apply online, however they are required to come to UAP admission office to collect the admit card. Admission notice/ test schedules are made available at the UAP admission office during office hours. These are also available online. An application processing fee of taka 1000/- (Nonrefundable) is to be made. Usually there are two admission tests having a gap of a month at least in between. The Admission tests for all departments are conducted on the same day.

***Admission Test*:**

The Admission test for B.Arch. in UAP is divided in five sections (four written sections followed by a Viva session) each checking for certain required capacities (or eliminate candidate with certain weaknesses). Therefore it is a must for applicants to answer all questions and pass individually in

all sections. Following are the section briefs with expected outcomes for such tests. Altogether the exam takes 135 minutes.

Section 1: Aptitude test

This section is similar to the standard IQ test questions. There are 3 tests in section 1 each having 100 marks. The average is taken as section 1 marks.

Test 1: Logic Formulation Test

Capacity sought: Ability to find logical solutions among array of information by an elimination process.

Fallibility check: Whimsically guessing answers without any logic, trait of impatience.

Question example: Sudoku puzzle (Mathematical reasoning) or Logic Puzzle Grid problem

Test 2: 3d Perception Test

Capacity sought: Ability to visualize a three dimensional object and draw conclusion from limited information

Fallibility check: Level of 3d perception weakness.

Question example: Identifying dimension/ number of boxes from a 3d form made out of many boxes (axonometric image) or Standard IQ spatial reasoning test with dices or identifying outcome after Rubik's Cube is rotated etc.

Test 3: Gestalt /visual perception Test
(not to be confused with visual motor Gestalt psychology test)

Capacity sought: Concentration, keen observation power

Fallibility check: Level of Pattern blindness.

Question example: Common "Spot the Difference" puzzle: finding differences between two near-identical images.

Section 2: Drawing Ability test

There are 2 tests in section 2 having 100 marks each. Test 1 is given higher weightage (60%) than test 2 and the cumulative average is taken as section 2 marks.

Test 1: 3d axonometric drawing (free hand)
(to be copied from the drawing on board in the exam hall.)

> **Capacity sought:** Accuracy, proportion, line quality, size and positioning in page.
> **Fallibility check:** Observation weakness like missing lines or relation between lines, not adhering to the rules like using ruler to draw lines etc.

Test 2: Mirror test:
(drawing/ completing a half drawn image by mirroring one side to other.)

> **Capacity sought:** Same as Test1
> **Fallibility check:** This test is mainly for identifying Visual Dyslexia Problem

Section 3: Creativity Test

This is mainly a creative writing exercise. Applicants are given either an image (photograph/ painting) or few lines as starting of a story, they are required to make a short story out of that image or complete the story.

> **Capacity sought:** Identifying hidden clues in the image/story, Innovativeness, choice of words.
> **Fallibility check:** Inability to think outside the box, Mere description of the image.
> Note: Only for this question the examinees are allowed to write in Bengali if he/she likes. The size of the story is limited to two pages only.

Section 4: English Language Skill test

There are 2 tests in section 4 having 100 marks each. Test 2 is given higher weightage (60%) than test 1 and the cumulative average is taken as section 4 marks.

Test 1: Reading – MCQ type question from a given article.

Test 2: Writing – Taking a side (in favor or against) of a given argument and formulate a statement.

Section 5: Viva

The viva is done in a group of 4-6 students in casual manner asking lighter questions like their understanding about architecture, choices, hobbies or any daily life topics. The main focus of the viva session is to find their promptness, who takes lead, openness towards ideas etc. Viva performances are graded in three categories: good (10 marks), minimum (5 marks) and weak (0 marks)

Overall Grading = Section 1(12.5%)+Section 2(35%)+ Section 3(12.5 %)

+Section 4(35 %)+Section 5

Pass mark= 40%

After Admission Test:

If a student passes the admission test he or she can go ahead and get himself or herself admitted into the University by paying an admission fee of taka 21,500=(non-refundable). Some students, who do well in the admission test in general but got poor marks in the English test section, can be given conditional admission. Those students are required to take an ELPC (English Language Proficiency Course) with the University and they must show, after a certain time, they have achieved a better level of English. Sometimes, a waiting list of prospective students is also published with the result of admission test no 1.

Admission Test Committee:

Each semester, as the Dean convenes, the Head of the Department forms an Admission Test Committee to conduct the tests. Usually this committee consists of three to four faculty members (with at least two senior teachers). The overall job is divided into several parts, which include: question setting (as per the guideline given above), question moderating, test time scheduling, seat planning, invigilating, taking viva, script checking, scrutinizing, preparing result and after getting approval from the Dean and the Head of the Department, sending it to admission office for publication. Current Admission test Committee consists of Dr. A.Sayeed M Ahmed (Professor and Dean), Ziaul Islam (Associate professor and Head of the Department), Md. Shoeb Bhuiyan (Assistant Professor) and Masrur Mamun Hossain (Assistant Professor)

4.3

Progress and Achievement:

The Standards:

> *Standard 3-4: The quality assurance system of universities should be in place to assure that levels of students' achievements and progress are monitored and recorded duly for the use of reference points, evaluation of achievement and meaningful academic guidance and counseling.*
>
> *Standard 3-5: The quality assurance system of university maintains a record of the total number of years, semester, and credits, for each student, to be eligible for certification and other credentials.*

Once a student is admitted at the Department of Architecture of UAP, his or her progress and achievements are systematically monitored and recorded to make sure that the student's best performance is brought out. Details are as follows.

Monitoring by Advisor:

In DoA, UAP, students' performance is monitored by their respective advisors. One advisor is appointed for a group of students who act as a guardian of the students at the Department. The advisors meet advisees multiple times in a semester mostly during registration window at the

beginning of the semester, the mid semester examination and before final exam of the semester and whenever any of the related party needs to have a mutual conversation. Through these meetings advisors can identify their advisees' academic progress, emotional and intellectual needs, and provide career counseling.

Advisors usually perform the following responsibilities:

Maintaining regularly scheduled office hours for academic advising as needed throughout the semester.

Assisting the students in selection of courses.

Monitoring advisees' academic progress as well as behavior and initiate contact with advisees who are failing to progress satisfactorily.

Informing students regarding the changes in academic policy, rules and curriculum in the program.

Recommending financial assistance for needy students with/having excellent academic background to the higher authority.

Resolve dispute if any such occasion arise

(More information about adviser is on chapter 7, academic guidance-7.1)

Monitoring by Design Studio Teachers as well as by other Subject Teachers:

As the education of Architecture is mostly Studio based, the Design Studio teachers are virtually the main teachers with whom students spend most of their time during a semester. Hence students sometimes find the Design Studio teachers as more approachable to share concerns and to seek academic guidance. In that sense, the studio teachers can become informal monitors for any student's well-being. Beside that the Department has been practicing an open and informal policy to offer students the opportunity to sit down one-on-one with any course teacher apart from his/her regular class schedule. (for example each subject teacher keeps an eye on the attendance record of the students and informs them whenever it goes down) The Department provides space and necessary supports to the teachers to discuss specific academic concerns with the students.

Any / All Teacher Monitoring Option:

Not unlike some other architecture schools (in Bangladesh and worldwide) all teachers are available for design-studio project related discussion with any of the students irrespective of which design studio the student belongs to. Students generally discuss their work with their formally assigned teacher during class time, and talk with other teachers after class hour. Many teachers give time to the students well after the class hours whether the students are of his or her own class or from some other class, therefore it is common to find many teachers working long hours well after the official class ending time giving counsel to other students.

Head of the Department and Other Authorities:

The Head of the Department, Dean, Office of the Controller of Examination, Director of Student Welfare, The Office of the Proctor - all keep an eye on the wellbeing of each and every student. When a new opportunity arise (such as an opportunity to represent the University as a student representative to an international conference) or a weakness show up (bad result in examination due to sickness or family problem) the Head of the Department can call and talk with the guardian of the concerned student so that necessary steps can be taken.

Orbund the record keeping Software and DAO:

All the students' academic records and some essential personal record are digitally and securely kept by the University of Asia Pacific by using software named Orbund with limited online interface. Not only the Head of the Department or the advisors but also the students themselves can access these records online and monitor their progress themselves. The Department office monitored by the DAO also keeps analog copy of relevant documents to have them ready for recalling whenever deemed required.

The Student Dossier system:

Along with the software Orbund, Department of Architecture is planning to initiated from current semester (will take effect after the end of the semester Fall 17) an analog version of monitoring system to nurture each student's design acumen as well as overall performance. This is called "The Student Dossier" which is designed to keep both objective information and subjective advices of each design studio teacher during the student's entire academic journey. Digital sample of each student's works can also be there. The Dossier consists of following points:

Personal and Academic Data (grades)

Advisor notes on current semester (If required)

Head of the Department's Notes (if required)

Checklist tally for Design capacities (each semester)

Design Studio Teacher's Notes in each semester (Strengths and weaknesses)

Records for co-curricular and extra-curricular participations

List of projects done in each semester

Digital copy of a semester ending portfolio in form of pendrive/DVD

Repeat and Improvement Examination and Script re-examination opportunities:

Students also have options to take remedial actions if their progress is not satisfactory. If someone fails to pass an exam, the student can sit for repeat examination (the final exam- 50 marks). However, to motivate the students to pass the exams at one go, a rule has been enacted that the marks ceiling for repeat exam is "B". The maximum number of repeat exams per semester is 3 and one has to pay a fee of taka 3000 for each repeat exam.

Students who get C or D in an exam can sit for "Improvement exam", provided that they surrender their previous grade.

A student can apply for re-examination of any answer script of final examination to the Controller of Examinations through their advisor and the Head of the Department.

Waiver Policy:

To encourage the students' progress, UAP has a waiver policy which is given on the basis of Semester GPA. Tuition fee waiver (only for merit-based) is awarded based on GPA as per the following structure:

GPA	Percentage of Tuition Fee Waiver
3.50 - 3.74	25%
3.75 – 3.89	50%
3.90 – 3.99	75%
4.00	100%

Top 3% students in each department are offered 100% tuition fee waiver

Special Waiver

10%-100% VC's special tuition fee waiver for poor but meritorious students.

There are other waiver policies which is discussed in chapter 7 Community service policy (7.5)

Progress beyond Student Life:

The current SA cycle initiated surveys on alumni of the DoA of UAP and this opened up a channel to monitor the progress of our students even after they have graduated. Alumni survey data shows that most of our students could get a job within one or two months of passing the Bachelor of Architecture Degree. Within three to four years, many had their own practices. The data also shows that some of our students are doing well not only as architects but also as teachers, administrators in various other roles. Furthermore, the alumni of DoA, UAP are working not only in Dhaka but also all over Bangladesh as well as in many foreign countries.

4.4 Stakeholders' view over Entry qualification and progress

Q.01. Admission policy ensures entry of quality students
Q.02. Commitment among students is observed to ensure desired progress and achievement
Q.03. Admission procedure is quite fair

Students' response
number of persons voted (among 115 students)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	3.59	Agree	27	45	21	13	9
Q.02	3.74	Agree	21	57	25	10	2
Q.03	4.05	Agree	38	55	14	6	2

Alumni response
number of persons voted (among 124 Alumni)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	3.73	Agree	26	60	21	12	5
Q.02	3.78	Agree	20	73	18	10	3
Q.03	3.89	Agree	20	77	20	7	0

Faculty response
number of persons voted (among 16 Faculty members)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	4.13	Agree	7	4	5	0	0
Q.02	3.69	Agree	1	9	6	0	0
Q.03	4.75	Strongly Agree	12	4	0	0	0

Q.01. Admission policy ensures entry of quality students
Q.02. Commitment among students is observed to ensure desired progress and achievement
Q.03. Admission procedure is quite fair

Response comparison

average score (out of 5)

	Student	Alumni	Faculty	Staff	Grand Mean	Mean response
Q.01	3.59	3.73	4.13		3.82	Agree
Q.02	3.74	3.78	3.69		3.74	Agree
Q.03	4.05	3.89	4.75		4.23	Agree

Both the current students and alumni think similarly on the concerns of Admission policy and procedures. Current students think more favorably about the admission procedure, which is understandable as the admission test has evolved several times to come to the current procedure.

As the Faculty members are closely connected with Admission policy making and procedures, they have rated them in good marks, almost reaching the borderline of "Strongly agree" (admission procedure). However they are relatively cautious to evaluate commitment among students during and after admission tests.

On an average all the stakeholders think positively on the question of Admission procedure, policy and students' further commitments

Q.04. Students' progress are regularly recorded and monitored
Q.05. Teachers provide regular feedback to the students about their progress
Q.06. The entity maintains individual student's records properly

Students' response — number of persons voted (among 115 students)

	Average	5	4	3	2	1
	out of 5	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.04	3.8 Agree	34	44	20	14	3
Q.05	3.9 Agree	31	59	11	11	3
Q.06	4.13 Agree	44	47	19	5	0

Alumni response — number of persons voted (among 124 Alumni)

	Average	5	4	3	2	1
	out of 5	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.04	3.9 Agree	29	69	12	12	2
Q.05	4.06 Agree	41	59	14	10	0
Q.06	3.92 Agree	35	59	18	9	3

Faculty response — number of persons voted (among 16 Faculty members)

	Average	5	4	3	2	1
	out of 5	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.04	3.88 Agree	2	11	2	1	0
Q.05	3.94 Agree	4	8	3	1	0
Q.06	4.06 Agree	4	9	3	0	0

Survey Questions:

Q.04. Students' progress are regularly recorded and monitored
Q.05. Teachers provide regular feedback to the students about their progress
Q.06. The entity maintains individual student's records properly

Response comparison

	average score (out of 5)				Grand Mean	Mean response
	Student	Alumni	Faculty	Staff		
Q.04	3.8	3.9	3.88		3.86	Agree
Q.05	3.9	4.06	3.94		3.97	Agree
Q.06	4.13	3.92	4.06		4.04	Agree

Students are more in agreement about the Department office's role and teachers' involvement regarding feedback and record monitoring

There are not many differences among the views of the alumni and the faculty members on the questions regarding students' progress record keeping, monitoring and providing further feedbacks. The difference margin among the replies is within 0.18 range on an around 4 in scale of 5. The alumni think that the teachers took good care of them, while the faculty members think the Department office takes better care of the students

About the questions regarding students' performance monitoring and corresponding feedback culture, all the stake holders are positively in unison having opinions sided with "Agree"

5

Chapter 5

Physical Facilities

Physical facilities are the container of the whole of the academic experience. It can profoundly impact the students, teachers and all others. It can influence the students' health, learning, behavior and growth. Generally physical facilities of an educational institution include buildings, classroom, laboratory, library, cafeteria, corridors, stairs and lifts, toilets and the whole campus itself including fields, garden, landscapes and plazas. Some aspects of physical facilities can be less visibly physical such as sound and acoustic qualities (absence of noise or sound pollution), correct amount of lighting, fresh air and ventilation etc. This chapter covers what the SA team observed about the physical facilities available to the students of B. Arch program at the Department of Architecture (DoA) in the University of Asia Pacific (UAP). In any typical SA report the discussion on physical facilities start with classrooms. However, the central facility for any architectural school is the design studio spaces. Hence, here the chapter starts with that.

Standard 4-1: For the purpose of quality assurance in higher education it is to be ensured that the physical facilities as required for a particular academic program are appropriate, adequate, comfortable, safe, aesthetically pleasing and well managed.

Standard 4-2: The higher education institution provides and ensures access to the necessary information technology resources, computers, internet and other communication equipment for the teachers and students.

5.1

Design Studio

Design studios are the hall rooms where the Design classes are held. These classes occupy major portion of the architectural education. Each batch has at least nine to maximum fifteen hours of design classes per week. Here the students make large plans and other drawings and make models of buildings. These hall rooms belong exclusively to DoA and are not shared with any other department. The working table for each student is exclusively dedicated and designated to that student for the entire semester.

The UGC (University Grants Commission) guidelines for minimum requirements of B. Arch program states that: "There should be one designated space for each student registered to a design studio course. Minimum size of the designated space is 30 square feet (2.78 square meters)".

DoA of UAP has ten design studio hall rooms and they are designed for at least 30 students at a time (per batch). All the studio hall rooms have approximately (30 X 30 =) 900 square feet floor area (+/- 5%) and the final year design studio is has much bigger area.

All studio halls are fully air conditioned and multimedia projector & sound system facilities are either fixed on site or provided on demand. There are also ample power connection for laptops and Wi-Fi network.

The students are free to use these studio facilities beyond the scheduled class time, i.e. up to 10 pm in the evening provided that they notify the Departmental Admin Office in advance so that the presence of support staff can be arranged. The campus facilities are generally closed on Fridays, however, in Saturdays, even though that too is a holiday, design studios are kept open for the use of the students.

5.2

Classrooms (Lecture Rooms)

The UGC guideline for requirement for class rooms state that: "Minimum number of theory class rooms is 5 (five). There should be enough class room to ensure that each theory course can be taught without any difficulties due to shortage of room. Minimum area of the theory class room is 15 Sq. ft (1.40 square meters) per student registered to the course".

At UAP 17 programs (8 undergraduate and 9 graduate programs) share 43 classrooms during day shifts and evening shifts. The SA team found that the central shared-class scheduling team just barely succeeds in providing each program with necessary class slots. However, each classroom is approximately 450 square feet which meets the requirement for 30 students at the rate of 15 square feet per student.

The class rooms are air conditioned and equipped with computer, multimedia projector, Sound system (fixed or on demand), Wi-Fi etc. Some classrooms have a slight noise and glare problem.

Most classroom furniture are arranged for face to face lecture sessions. However, in one classroom (Room no.: 901) seminar / round table type arrangement is now being tried to facilitate participatory lecture session.

5.3 Library Facilities

The UGC guideline for requirement for library facility states that: "Designated library for the department with minimum collection of title – 1000 and should be accessible to students during class hours and at least 5 (five) hours / week beyond class hours. Program should have a system of continuously developing the collection of the library. At least one regular subscription of a journal related to the program must be there. There must be one designated space for the librarian".

UAP central library has a little less than 1,600 book titles on Architecture, approximately 300 thesis reports and a number of journals.

SA process finds that journal subscription for Architecture needs to be paid attention to. Currently various journals are in stock but those are not collected in a systematic way – some of those were given to the library as gifts by various patrons.

The total number of books (all subjects) is just below 20,000 with subscription to 32 online journals in all subjects. The library is constantly growing – last year 48 new books were added to the Architecture section. Daily newspapers are provided.

The library remains open from 9am to 9pm each day except Friday and Saturday. Saturday open time is 9am to 5pm and Friday is closed.

The library floor area is more than 7,500 square foot and 150 students (200 maximum) can use the library at a time.

In all, 9 officials and employees run the library.

The library is not completely automated, however, software named AutoLyb is used to issue books to readers.

Before coming to this new centralized own campus, the Department of Architecture of UAP had its own independent building as well as its own exclusive seminar library. The resources of that departmental seminar library are now merged with the central library. In the FGDs with current students and alumni, the need for establishing a departmental library was voiced by quite a number of participants. It was also mentioned that the rate of use of library by architecture students decreased due to the centralization of the library system.

5.4 Laboratory and Workshops

The UGC guideline for requirement for computer laboratory states that: "Minimum number of working station should not be less than the maximum number of student currently registered to a course that requires use of computers. One designated space for computer supervisor or Lab assistant must be there. There should be provision for input and output facilities (for example, server, scanner, printer and plotter)".

Department of Architecture, UAP has a quality computer laboratory containing sufficient numbers of highly configured computers with internet facilities. The number of computers currently available for the students at the computer lab is 30 (thirty). There are two more computers to be used by course teacher and lab in charge. All computers are networked and have internet connection as well as Wi-Fi.

Scanner can be provided on demand. There are three printers for the students (1 A4 size, 1 A3 size and 1 A3/A4 combined color printer). There is also a plotter made available to the students which can print unlimited length paper roll with 42 inch width. Plotter and color image print is charged a nominal amount (7 to 8 paisa per square inch), otherwise all day to day printing can be done for free by the students.

The lab remains open 9am to 5pm. However, if the students need to use the lab, it remains open up to 10 in the evening.

One lab manager runs the lab. This lab is exclusively for the Department of Architecture and is not shared with any other department.

Workshops:

The UGC guideline for requirement for workshop states that: "At least one workshop for support studios, e.g. landscaping, carpentry, sculpture, construction workshop, environmental laboratory etc. with capacity of minimum 20 sq. ft/student".

UAP DoA has one room earmarked for Art and Sculpture workshop adjacent to the level one term one (freshmen year) design studio (In this junior most design studio one of the studio teachers is an artist).

Another separate space is also allocated as future carpentry workshop as well as modeling and fabrication lab near the combined jury space. The Department has already procured a number of carpentry power tools for this purpose. A Laser cutter machine is also on process of procurement.

One issue remains that these two spaces measure 400 and 450 square foot respectively even though as per UGC requirements, for a 30 student class we need a space of (30 X 20 sq ft / student =) 600. Probably, the Department would have to schedule the workshop class in two shifts of 15 students in each shift.

5.5 Medical Facilities

There is a Medical Center in the Campus of University of Asia Pacific to pursue health care facility for students. The Medical Center provides free treatment for the students under the guidance of a fulltime Medical Officer. Two certified doctors (one male and one female), two

nurses and updated apparatuses are available for the students for emergency medical needs. However, the facilities in the medical center are limited to providing first aid services but not the critical cases. In such cases the University arranges for quick on call ambulance.

Psychological counseling

UAP recently added a service for social as well as psychological counseling for the students through the newly founded Social Counseling Center (SCC) under the Directorate of Student Welfare. *(More detail on chapter 7)*

5.6 Other Facilities

Jury, Exhibition and Multi-Purpose Hall:

UAP Department of Architecture has a Common multipurpose hall room (open area) with a floor area of more than 1,400 square foot. It is used for Architectural Jury space as well as exhibition space. This hall room is also used for various other purposes such as design discussion, large scale model making, departmental cultural programs, film show, or lecture by visiting guest scholars etc. This area is used and maintained by the Department but during mid-term and final exam time it is used as common examination venue for other departments too.

> This area easily meets the criteria set by UGC for jury spaces and exhibition spaces for architectural schools. The criterion is as follows: "A jury space is essential where a public attendance is possible and accessible to all students of the program" and "Program must have an adequate exhibition space. Program has to ensure regular exhibition of relevant item".

The Department also has a smaller version (500 sft) of the jury space in 9th floor for similar but small scale activities.

Conference Room Board Room:

The University has a number of conference rooms (centrally and at department level) and board room facilities. Apart from being used for regular academic and administrative uses, teachers and other officials can use these rooms to sit with various student groups (various clubs and extracurricular groups, alumni).

Teachers' Workspace:

As per UGC rules ("There should be at least one designated working space for each full time faculty")
UAP DoA has adequate rooms and workstations for the full time faculty members. Apart from other purposes these rooms are also used to provide advisory and counseling service to the students as well as any other teacher-student meeting. Separate Room is allotted to each of the professors, associate professors and assistant professors. Lecturers are placed at separate cubicles. All the teachers are facilitated with latest configurations of computers. Also for arranging meeting a separate conference room is available. A teachers' lounge is also furnished at the Department.

Archival Facility:

As per UGC rules programs must have an archival system for studio works, for at least the last five years. UAP DoA currently uses parts of its teachers' rooms to store students' design sheets and plans to arrange for a separate archive space specifically for this purpose. However, it has a separate archive room for storing drawings of famous architect Muzharul Islam. UAP is proud host of the Muzharul Islam Archive.

General Campus Spaces:

The UAP permanent campus at Green road has a large front plaza for approximately 6000 square foot and a backyard (backyard has two parts, one semi-covered and the other open to sky) of slightly smaller size. There is also a central common plaza space of 3300 square foot floor area which is actually an atrium space with a majestic eighty foot high translucent roof to bring in light from outside. The front plaza, backyard and central atrium, all these spaces as well as generous lobby, lounge and corridor spaces at all floors are open to all students. They can sit and talk with each other and socialize in these spaces, talk about their study progress or just relax and focus. At times exhibition or other programs (e.g.: orientation program) are arranged in the plaza or in the backyard. There are also some rooftop terraces which are currently being used as research yard by some departments.

Students Common Room:

There is a 2700 square foot hall room at the near the central atrium to be used as central common room. This space is used simultaneously or alternatively for indoor games, newspaper reading, exhibition and rehearsal for cultural or any other students' program.

In-door Sports Room and open fields for sports:

As mentioned above the central common room is currently being used for indoor games. There are also some extra spaces in the semi covered area of the back yard those can be used for indoor games in near future. The University of Asia Pacific authority rents playing fields in different location in the city to facilitate outdoor sports tournaments for its students. The university also has a 3 acre land in RAJUK Purbachal area for future extension of campus. Before buildings can be made in that land, in the meantime, the university plans to use it as an outdoor sports facility.

Cafeteria:

UAP has a 3200 square foot central cafeteria facility at the other side of the central atrium. The cafeteria has adjacent large verandah space by its side which could be used as future semi-open extension of the cafeteria itself. Seating capacity of the cafeteria is 125.

Auditorium:

Work is nearing completion for the UAP central auditorium which is located just underneath the atrium floor. The seating and stage area is almost 4000 square foot. Apart from this area there is also green rooms and other support facilities. The seating capacity of audience is 280.

Prayer Room:
There is a 2300 square foot prayer room complete with wash facilities one floor above the central atrium. Male and female students use this prayer room at different times.

Ancillary services: The UAP building is well designed with proper and ample services. The building is equipped with 7 elevators (5 for students, 1 for the faculty and stuff and another for UAP administrative use only), 2 open stairs, 2 fire stairs and adequate toilet facilities for male female students and faculties separately. The circulation spaces are relatively wider for accommodating possibilities for student interactions.

Future Plans Regarding Physical Facilities:
UAP currently has no gymnasium facilities; neither has hostel facilities for its students. There is also no transportation of its own. Teachers or students can avail the two microbuses that UAP owns for small scale study trips, but that is not at all adequate. However the campus is located near a major transportation hub of Dhaka city and the future metro rail project would have a stoppage point near the campus. Low cost rentable rooms for students are also easily available in the area.

5.7 Stakeholders' view over Physical facilities

Survey Questions:

Q.01.Classroom facilities are suitable for ensuring effective learning
Q.02. Laboratory facilities are congenial for practical teaching-learning
Q.03. Facilities for conducting research are adequate
Q.04.The library has adequate up-to-date reading, reference materials to meet academic & research needs
Q.05. Indoor and outdoor medical facilities are adequate
Q.06.There are adequate sports facilities (indoor and outdoor)
Q.07. Existing gymnasium facilities are good enough
Q.08.Access to internet facilities with sufficient speed is available

Students' response — number of persons voted (among 115 students)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	3.33	Undecided	16	47	19	25	8
Q.02	3.16	Undecided	13	41	21	31	9
Q.03	3.03	Undecided	9	38	25	33	10
Q.04	3.18	Undecided	16	42	20	21	16
Q.05	2.9	Undecided	7	35	30	25	18
Q.06	1.88	Disagree	3	12	14	25	61
Q.07	1.29	Strongly disagree	0	1	7	16	91
Q.08	2.1	Disagree	7	13	12	36	47

Q.01.Classroom facilities are suitable for ensuring effective learning
Q.02. Laboratory facilities are congenial for practical teaching-learning
Q.03. Facilities for conducting research are adequate
Q.04.The library has adequate up-to-date reading, reference materials to meet academic & research needs
Q.05. Indoor and outdoor medical facilities are adequate
Q.06.There are adequate sports facilities (indoor and outdoor)
Q.07. Existing gymnasium facilities are good enough
Q.08.Access to internet facilities with sufficient speed is available

Alumni response

number of persons voted (among 124 Alumni)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	3.96	Agree	38	63	8	10	5
Q.02	3.78	Agree	26	72	4	17	5
Q.03	3.27	Undecided	12	52	26	25	9
Q.04	4.34	Agree	62	50	5	6	1
Q.05	2.88	Undecided	5	34	39	33	13
Q.06	3.19	Undecided	13	47	24	31	9
Q.07	2.26	Disagree	4	9	39	35	37
Q.08	3.12	Undecided	11	53	17	26	17

Faculty response

number of persons voted (among 16 Faculty members)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	3.31	Undecided	1	6	6	3	0
Q.02	3.13	Undecided	1	3	9	3	0
Q.03	2.56	Undecided	0	2	6	7	1
Q.04	3.44	Undecided	2	7	3	4	0
Q.05	3.19	Undecided	1	4	9	1	1
Q.06	2.06	Disagree	0	0	6	5	5
Q.07	1.75	Disagree	0	0	5	2	9
Q.08	3.44	Undecided	2	8	2	3	1

Q.01.Classroom facilities are suitable for ensuring effective learning
Q.02. Laboratory facilities are congenial for practical teaching-learning
Q.03. Facilities for conducting research are adequate
Q.04.The library has adequate up-to-date reading, reference materials to meet academic & research needs
Q.05. Indoor and outdoor medical facilities are adequate
Q.06.There are adequate sports facilities (indoor and outdoor)
Q.07. Existing gymnasium facilities are good enough
Q.08.Access to internet facilities with sufficient speed is available

Response comparison

	average score (out of 5)				Grand Mean	Mean response
	Student	Alumni	Faculty	Staff		
Q.01	3.33	3.96	3.31		3.53	Agree
Q.02	3.16	3.78	3.13		3.36	Undecided
Q.03	3.03	3.27	2.56		2.95	Undecided
Q.04	3.18	4.34	3.44		3.65	Agree
Q.05	2.9	2.88	3.19		2.99	Undecided
Q.06	1.88	3.19	2.06		2.38	Disagree
Q.07	1.29	2.26	1.75		1.77	Disagree
Q.08	2.1	3.12	3.44		2.89	Undecided

Student	Alumni	Faculty		Grand Mean
Students are clearly more unsatisfied with the additional facilities of UAP. It is also very alarming that the internet facility are also quite poor according to the students.	judging the reactions across the stakeholders, it shows quite an obvious statement about the library culture of the Department. The alumni have graded highly with its library facility while others didn't. The advantage of Seminar library is on the spotlight again	The Faculty views are similar to the students' view. They look for better research and sports facilities. Interestingly faculties do not find internet facility as troublesome as others did. Perhaps the authority needs to balance its online policies.		The average response about issues of physical facilities are relatively less favorable than other previous issues. Other than Classroom and library all other responses are marginal ("undecided") with a resentment towards sports and health related facilities. It is clear from the surveys that this is one sector in which the University needs to put more focus.

Q.09. Office equipment is adequate to support the students' need
Q.10. Entity has competent manpower to run the academic affair

Faculty response — number of persons voted (among 16 Faculty members)

	Average		5	4	3	2	1
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
	out of 5						
Q.09	3.06	Undecided	1	4	6	5	0
Q.10	3.31	Undecided	1	7	4	4	0

Response comparison

	average score (out of 5)					Grand Mean	Mean response
	Student	Alumni	Faculty	Staff			
Q.03			3.06			3.06	Undecided
Q.04			3.31			3.31	Undecided

These two questions were focused on the faculty reactions only as they are related to the teaching supports. In reaction the faculty members are "Undecided", claiming neither edge on the issues. That shows enough need and opportunity to improve in these two sectors.

6

Chapter 6

Teaching Learning & Assessment

Creativity and innovation is the core of Architectural education and the student himself or herself has to create his or her own *big Idea* in each assignment starting from first year to fifth year. In this type of education the teacher is not encouraged to supply the student with ready-made ideas, since it would not be original for the student. The students themselves do not want to copy someone else's idea be that "someone" the teacher or mentor or a classmate because it denounces his or her claim to be a "creative" person. The challenge in teaching learning in Architecture is to provide the student with a clear outline of the problem to be solved without supplying him a fixed solution. And even more important challenge is to furnish a well-defined set of criteria for evaluating the solutions that the student comes up with and to communicate these criteria with the students.

In creative fields like architecture, there can be more than one solution to one given problem. The teacher must apply all the mentioned criteria to judge all the different solutions the students have designed with transparency and fairness. Students learn from the evaluations and from observing fellow classmates' works. Altogether, teaching learning and assessment in architecture is substantially different from other subjects.

The Standards:

Standard 5.1: Teaching Learning Practice is interactive, motivating, promoting a sense of responsibility and commitment.

Standard 5.2: Teaching Learning Practice involves practical evidence, initiates critical thinking and inspires students to apply acquired knowledge in the real life situations focusing on higher order of learning.

Standard 5-3: Teaching learning practice integrates the use of technology and also should provide students with opportunities to use these skills in academic preparation both within and outside of the classroom.

Standard 5-4: Teaching learning practices provide enough scope to integrate co-curricular and extra-curricular activities for intended skill development.

6.1
Quality Staff

For the aforementioned reasons the meaning of the term "quality" has different meaning in the Department of Architecture, depending on the context. To recruit a good fresh lecturer in Architecture, the interview board do not only look at the CGPA of the candidate (for many other departments the CGPA only would be a good indicator of quality), but also his or her marks in design studio courses. It is also important to see how well he or she can articulate his or her ideas to communicate in effective manner. In this regard, DoA at UAP always tries to recruit teachers with best all round quality. This also applies for recruitment of support staff too.

After recruitment the fresh teachers get a reasonable amount of training (ILTS). However, the SA process observed that there is a shortage of seats in these training programs. To ensure quality, there is a systematic online student feedback system to monitor how the teachers are performing. Sometimes when a teacher fails to achieve a certain level of students approval he receives suggestions from peers and mentors about how to improve. To continuously develop the quality of the teaching staff, teachers are encouraged to pursue for higher degrees. However, the program needs a comprehensive human resources plan, since if more than a number of teachers go to study leave within a short period of time it creates shortage of experienced staff. Regarding the quality improvement of non-teaching staff, it was observed that more training and workshops are needed for their improvement.

6.2
Teaching Learning
Methods

Design Studio and Sessional:

In architectural education, the design studio comprises the central location of the learning experience. The teaching learning method of the design studio can be termed as: "Learning by Doing". It is hand on experience; the students make plans of buildings, sketches, 3D images and

paper models. The student is the master of his design and the teacher is there mostly as facilitator and to play the role of advisor and design critic. The students go through processes of research, reading, presentation, site visits, furnishing proposals and discussing and taking feedback to further improve the design.

"Learning by Doing" requires formulating methodology for knowledge acquisition and tested by peer reviews. Therefore design studio education requires group effort and mutual communication. In that sense there must be a scope for "Lateral education" beyond the stipulated class activities. Going through the process of designing a student need to question and clarify everything on hand, to see thing from multiple perspectives, from tangible (tectonics) to intangible (Phenomena) things. This is where the teaching of architecture becomes different and difficult. In general the students need to keep an open mind and follow through the process of designing. The components of design studios are (but not limited to) "problem solving, critical thinking, reflective and experiential learning, tackling complexity, community involvement, formulating methodology, integrating support services, transformations of an abstract concept, adapt (and create if necessary) architectural language and comprehensively presenting"

There is no unified method of teaching architecture. It is definitely not "content based" for there are no fixed contents from where one can learn, neither it is fully "outcome based" as it is not a specific outcome like "learning to design a hospital or high rise building" that the studio thrive for. If that be the case, architecture would have been very limiting within certain building types only and take back architectural education to Beaux-art era. If there is any outcome to consider, it is the "Process of Designing" rather than the final outcome of a design. There are many processes of designing and formulating these processes is multidisciplinary relating to philosophical standpoints. Even then the nature of design processes requires the processes itself questioned and updated with local bases. Hence it is unique to every different institute to a certain degree.

To peek into the pedagogical thought of DoA, UAP the following few sample pages are added. These are excerpts from a general overview of First year design studios taught in UAP with certain "concerns" of education and "learning intentions" for students. Though it is for the very preliminary studio, yet it shows a glimpse of how architecture (and education) is perceived in UAP

Concerns:

Architecture is not limited within a type of visual art; rather it is an experiential art.

Most of the traditional exercise of first year (2d composition in term 1, 3d-composition in term 2) follows the ordering principles of visual art like symmetry- asymmetry, focus, harmony and balance, axis etc. Such exercises become almost like articles of faith, examples shown by DK Ching become unspoken guideline in general. While it is necessary to go through such exercises, but it should be kept in mind that the art/composition of architecture surpasses the limitation of visual, rather includes the necessity of multisensory compositions. It is indeed limiting (in certain cases faulty) to think in terms of visual ordering principles only. A multisensory response requires experiences, an imaginary journey through space, and often requires deliberate shutting down the dominance of visual stimulations.

> *Further study requirement/ potential tools*
> ***Juhani Pallasma*** *and his works on "the eye of the skin"*
> *"**Phenomenological bracketing**" as a tool as mentioned by H G Gadameer*

"Space" and spatiality as the main concern of architecture.

Though in typical first year exercises there are always concerns about creating spaces, but it is often put as the secondary concern, limiting it as mere subordinate to the shapes or forms that are primarily created. This emits a sort of subliminal message to the students that architecture is predominantly about shape, mass and volume. While there can be debates about what are the primary features of architecture, but it must be agreeable that one of the major (if not the most) concern about architecture is the space within or surrounding where we live and roam around. Therefore it requires shifting the focus of composition exercises to space as primary concern, putting aside (in cases neglect, for the sake of focus) the dominant compositional biasness towards form.

Expansion of the realm of composition

It is mentioned earlier about the dominance of visual and form based composition exercise. But it is also worth to mention that the scopes of "composition" exercises are much wider and vibrant. There are compositional decisions making in every aspect of a designers activity, starting from the organization of time, event or experience design, tackling and delegation of complex tasks to physical verbal presentation. The idea and essence of composition can be taught in various tangible and intangible ways, and the palate of exercise needs to be expanded.

Non-linear but relational back and forth exercises

It is a general guideline that term 1 deals with 2d compositions and term 2 deals with 3d. In this sort of sequencing there is an advantage of organizing exercise from simpler to complex for the sake of ease of understanding. But it is also worth mentioning that in general the students of first year in architecture remains perplexed in certain level as most of them have minimal prior understanding of composition. Therefore it has the danger of promoting ritualistic/dogmatic reactions. There are many debates about how to make first year students understand the intentions of the exercises and current traditional exercises have certain merit. But it would be even more helpful if the exercises make meaning to the fresh students, not being too abstract or unknown from their previous understanding. 2d compositions are relatively abstract than the tangible 3d exercise in many cases, while there can be complementary jump between 3d to 2d to again 3d compositions for the ease of the students understanding. Sequential exercises can also be helpful.

The art of space, the fun of making

Space, as an element of art, is gaining popularity among contemporary artist all around the world. Architecture, as the profession of space making, is already in an interesting relationship with such artistic interpretations of contemporary artists. Though architecture deals with far greater complexities of function, construction and responsibilities, but yet the artistic interpretation of space (not forms) needs to be more nurtured for the future architects. A new look towards space beyond its measurable properties, its capacity to encourage cultural memory or instigate emotions etc. will be advanced tasks for the upcoming architects. And this exercise can start from the early learning years of architecture.

Inspiration, demonstration and apprentice system

One of the major tasks for any teacher is to create enough inspiration among students to push themselves further. First year is a perfect place for practicing that. But there are also requirements where students need to be shown in what extent his or her exercise can be pushed to make a complete (often different) project. This will be like creating inspiration through demonstration. In current trend of studio culture this part is done by the seniors as part of lateral learning. Teacher can also become a part of this process. In cases teachers can be a team member, a fellow classmate, doing same exercise independently with the students showing them potential of such exercise. Traditional method of master- apprentice has certain advantages and can be incorporated in parts.

The problem of "interpassivity"

The term "Interpassivity" is coined by Slavo Zizek with reference to the writings of Jacques Lacan. This complex philosophical term refers to the fetishistic substitution of activities to a simulacrum of already canned replacement of some other person, like the canned laughter of audiences in comedy TV sitcoms. Alarmingly Zizek's interpassivity is most visible in younger generations, where collection of information in thumb drives is becoming replacements of actually acquiring knowledge. Making a model by carpenters or

some other person can become such "interpassive" phenomena when a student takes pride of such model as his or her own creation. In such cases first year studio guides must take extra measure to involve students physically (whenever it is needed) in whatever exercises are given.

Extended intension behind the studio works:

1. Acquire certain abilities

Ability to see/ to feel
Ability to read/ understand/ find
Ability to analyze
Ability to synthesize
Ability to innovate
Ability to invent/ discover
Ability to create
Understand aesthetics
Ability to communicate
Development of skills

2. Creating a culture/ building attitude

Attitude of engagement
    Culture of engagement
Attitude of responsibility
    Culture of respect
Attitude of sharing
    Culture of sharing
Positive attitude
    Culture of optimism
Attitude of quest
    Culture of innovation

A Sample Elaboration of the aforementioned "abilities"

1.1 Ability to see

What is visible and exists in an object
What is not visible but exists in an object
What is visible but doesn't exists in an object
What is absent in an object

What is seen in an object and can be easily remembered when eyes are closed
      If you write/describe
      If you draw
What you see in an object and still remember after few days

Position of an object in a larger context/ surrounding
Position of an object as a container of smaller objects

How far in detail can be seen
How far can you go to recognize an object to be the object?

What is generally easily missed?
What is generally can never be missed

What can be seen in different moving positions (car, rickshaw, walking)
What can be seen in different static positions (sitting, lying, and standing)
What can be seen in different mental positions (leisure, angry, working)

Understanding the terms of "see, stare, gaze"

Elements to see
Inanimate object
Animated object
People
Event
Nature
Light and darkness
Blank, void space

Theory Classes

Most theory classes in the DoA are interactive. Direct lecture still plays a dominant part in the classroom. However, reading assignments, presentations and other methods are also applied. Inviting guest lecturers and study tours are also a part of the teaching learning experience.

6.3
Use of Lesson Plan

Lesson plans shows the subject matter to be taught, learning objectives and assessment systems. The Department of Architecture always practiced the use of lesson plan system. After SA operations went underway, its use has become more prominent and systematic.

The faculty members use lesson plans that clearly state the objectives and learning outcomes of the courses. Lesson plan is used to specify the subject matter to be taught and assessment breakdown for each class. The lesson plan helps the student to understand the outcomes of each course and guidelines to be followed throughout the semester. It is a document that explains the number of classes to be taken and illustrates the topics to be covered in each class. Marks distribution for each assessment, such as class attendance, class assignment, quizzes, report, presentation, midterm and final examination, are clearly mentioned in the lesson plan. The lesson plan must cover bloom's cognitive domain philosophy that compromises the following six hierarchical (lower to higher) levels:

        C1 - Remembering
        C2 - Understanding
        C3 - Applying
        C4 - Analyzing
        C5 - Evaluation
        C6 - Creation

Teaching strategies are designed to ensure maximum learning outcome developing generic skills of the students. This is done by different assessment methods, which include quiz, class test, case study, portfolio, interview, midterm, final exam, workshop, group work, role play, etc. Through these activities students develop generic skills like intellectual ability, problem solving capability, analytical aptitude, communication & IT skill, professionalism, social & lifelong learning.

6.4
Technology Integration

At the Department of Architecture, basic IT integration is there but optimum use of IT is mostly self-motivated by teachers and students. Advanced use of IT is not institutionalized as yet. Scripting programing, web design, parametric tools for generative results etc and other use of advanced IT can be promoted in future. More workshops and training are needed in this regard. The Department has already taken initiative to update its IT section by adding a fabrication lab with technologies like Laser cutter, which has been in students' wish list for long.

Generally, multimedia support is available in all class rooms. The teachers make use of computers, multimedia, software applications and the internet etc. in daily classrooms practices and in management of the university activities. This allows for better understanding and saves time. The integration of technology in the teaching learning practices supports the curriculum goals by communicating complicated ideas in a simpler, more effective manner. Use of multimedia facilitates students to learn and present ideas through class-room presentation. It trains them for publishing and presenting their new knowledge. They analyze and synthesize the information and present it professionally. It has become an integral part of a well-equipped classroom.

6.5

Focus on higher levels of Bloom's Taxonomy:

Teaching learning in higher education must address the higher order of learning in educational domain, i.e., application to creation. At the tertiary level of education heightened cognitive skills are very important. Efforts should be made to develop the skills of original thinking and creative faculty. In the design studio courses, the higher levels of bloom's taxonomy are always in use. The students constantly create new things depending on the basic knowledge gathered by research and by applying that knowledge. The designs are finalized phase by phase and the students learn to evaluate their own designs to make improvements. Therefore application, creation and evaluation are part and parcel of the design studio teaching learning experience.

However, the SA process observed that, in some theory subjects the emphasis is still on lower level cognitive operations such as remembering and describing etc.

6.6

Skill Development Mechanism

At the Department of Architecture, the students acquire important skills from various sources. A major source is the design studio. It teaches them how to think critically and analytically regarding any subject matter. This skill helps the students to solve problems in any context be it inside the studio or in other areas of student life. After analytical thinking, the students are encouraged to take his or her own stand regarding an issue and they are asked to make the habit of defending their standpoint with logic if needed. In the design studios, the students spend a lot of time (up to 12 hours a day) working either with the teacher, or on his own. The classmates are always there, doing their own works. From here they learn skills of sharing and working in a collective spirit.

They also learn responsibility and commitment. In the Department of Architecture, senior and junior students frequently discuss each other's design works and seek suggestions and comments from others. It also improves interpersonal skills. On the other hand, in the design studio, the students use different kinds of material, techniques and technologies as well as different software, apps and equipment. These help in gathering vital technical skills that would help them in real life job situations.

The Department arranges various co-curricular activities such as study tour, cultural programs like fresher's reception, commemoration of national days, etc. lectures, workshops, film shows and exhibitions. These are done by the departmental clubs such as design club, film club, photography club debating club and others. These help the student to acquire different sets of skills such as: communication and networking skills, teamwork, organizing skills, smart and independent decision making skills etc.

In all activities the university as well as the department teaches the students to be ethical responsible and caring, be it regarding conduct in examination hall or in keeping away from plagiarism or refraining from making noise in the library. The students regularly raise funds to buy medication for the sick or warm clothing for the poor. In the previous campus there was a school for underprivileged street children naming "Durbar Koishor" run by the first year students of architecture. The school was quite interactive for all and it made an impression in local medias. However, after transferring to the new campus the activity of Durbar Koishor is adjourned. In all these cases teachers participate with the students and help them to attain strict standards.

Archevents Competition:

To foster further the design skills of the students The Department has taken an initiative to launch in-house students' competition. These exercises are labeled as "Archevents" as it is mostly circulated by social media and submitted online. There are some prize moneys for the winners along with certificate of merits. The systems of the competitions are as follows:

First competition

Smaller in scale which can be done in short amount of time and the juniors can also participate along with seniors.

Prize money:

1st – 7500

2nd – 5000

3rd – 2500

Timeline: during the semester, preferably taking the advantage of winter or summer vacation.

2nd competition:

Relatively more complex in nature which limits the possibility of junior to participate alone unless they team up with seniors.

Prize money:

1st – 15000

2nd – 7500

3rd - 5000

Timeline: during the semester breaks.

The last few competitions are (Including the current one):

F16C01: Designing the Department lobby

F16 C02: A House for Satyajit Ray

S17C01: Designing the Department Seminar Library

F17C01: Installation idea for UAP central Plaza

Apart from competition, the archevent moderators send small excerpts of selected architectural text to students who once participated in the competition and are interested in a study circle. The Department also encourages students to participants in community activities and funds accordingly. (Details are in next Chapter)

6.7 Stakeholders' view over Teaching-Learning

Survey Questions:

Q.01.Teaching-learning is interactive and supportive
Q.02. Class size is optimum for interactive teaching learning
Q.03. Modern devices are used to improve teaching-learning process
Q.04. Diverse methods are practiced to achieve learning objectives
Q.05. Lesson plans/course outlines are provided to the students in advance

Students' response — number of persons voted (among 115 students)

	Average out of 5		5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
Q.01	4.07	Agree	38	57	12	6	2
Q.02	3.95	Agree	25	71	10	6	3
Q.03	3.58	Agree	20	52	21	19	3
Q.04	3.6	Agree	21	50	26	13	5
Q.05	4.03	Agree	41	53	8	9	4

Alumni response — number of persons voted (among 124 Alumni)

	Average out of 5		5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
Q.01	4.28	Agree	48	67	6	2	1
Q.02	4.02	Agree	31	72	13	8	0
Q.03	3.67	Agree	23	63	16	18	4
Q.04	3.79	Agree	28	61	18	15	2
Q.05	3.9	Agree	33	64	11	13	3

Q.01.Teaching-learning is interactive and supportive
Q.02. Class size is optimum for interactive teaching learning
Q.03. Modern devices are used to improve teaching-learning process
Q.04. Diverse methods are practiced to achieve learning objectives
Q.05. Lesson plans/course outlines are provided to the students in advance

Faculty response — number of persons voted (among 16 Faculty members)

	Average	5	4	3	2	1
	out of 5	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	4.31 Agree	6	9	1	0	0
Q.02	3.63 Agree	3	6	5	2	0
Q.03	3.75 Agree	3	9	1	3	0
Q.04	3.81 Agree	2	10	3	1	0
Q.05	4.13 Agree	6	7	2	1	0

Response comparison

	average score (out of 5)				Grand Mean	Mean response
	Student	Alumni	Faculty	Staff		
Q.01	4.07	4.28	4.31		4.22	Agree
Q.02	3.95	4.02	3.63		3.87	Agree
Q.03	3.58	3.67	3.75		3.67	Agree
Q.04	3.6	3.79	3.81		3.73	Agree
Q.05	4.03	3.9	4.13		4.02	Agree

Students and alumni are similar in their respective evaluation when it comes to the issue of teaching learning environment. Current students sometimes talks about new technological advancements as well as contemporary ideas in global academic scenario. Their contemporary fascination is evident here in a smaller scale when the answer Q 03 and Q04.

Relatively positive responses among Faculty members and they value most the studio culture of supportiveness. But there is a slight caution about the optimum class size per teacher in certain courses.

Apparently similar responses from the stakeholders. All party agrees about the teaching learning process specially for its interactivity and supportiveness. However there is further craving for more advanced devices.

Survey Questions:

Q.06. Entity provides adequate opportunities for practical exercises to apply in real life situation.
Q.07. Students attained additional practical ideas apart from class room teaching
Q.08 Teaching-learning process encompasses co-curricular activities to enrich student's personal development.

Students' response — number of persons voted (among 115 students)

	Average	5	4	3	2	1
	out of 5	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.06	3.8 Agree	24	57	20	12	1

Alumni response — number of persons voted (among 124 Alumni)

	Average	5	4	3	2	1
	out of 5	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.06	3.7 Agree	28	56	20	15	5
Q.07	3.83 Agree	26	68	15	13	2

Faculty response — number of persons voted (among 16 Faculty members)

	Average	5	4	3	2	1
	out of 5	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.06	3.38 Undecided	3	4	5	4	0
Q.08	3.75 Agree	2	9	4	1	0

Survey Questions:

Q.06. Entity provides adequate opportunities for practical exercises to apply in real life situation.
Q.07. Students attained additional practical ideas apart from class room teaching
Q.08 Teaching-learning process encompasses co-curricular activities to enrich student's personal development.

Response comparison

average score (out of 5)

	Student	Alumni	Faculty	Staff	Grand Mean	Mean response
Q.06	3.8	3.7	3.38		3.63	Agree
Q.07		3.83			3.83	Agree
Q.08			3.75		3.75	Agree

The current students have almost identical view with the alumni about the opportunity of practical exercises in the Department. The viewpoint is quite positive which also shows the department's focus on such issues.	As the alumni had the advantage of having experience of professional field after graduation, they are better suited to link academic lab condition scenario with practical fields. On such questions the alumni are in agreement with the teaching of DoA of UAP.	Relatively the faculty thinks that there are scopes for strengthening the practical connection though they think that the learning opportunities beyond classrooms are quite better in UAP.		mostly agreed upon the issues in general

6.8

Assessment of

Student Performance

The Standards:

Standard 5.6: Use of lesson plan should be formalized in teaching learning practice with proper documentation and access.

Standard 5-8: In line with teaching learning student performance assessment approach must be focused on higher order learning.

Standard 5-9: Assessment procedure should be comprised of a set of multiple activities to measure the attainment of learning outcomes and skills.

Two kinds of Assessments:

UAP department of Architecture practices both summative and formative assessment. This means that there is both assessment *OF* learning as well as assessment *AS* a form of learning. The semester final examinations are an assessment of how well the students have mastered the learning material. On the other hand in-class assignments and design studio preliminary critique sessions are as much a form of examination as it is an integral part of the process itself. Especially in the design studios and in the studio based sessional courses, student's performance is assessed and feedback is given almost in every class. Students do not feel that

they are facing an "examination". Assessment is an integral part of the education system. Below is a sample screenshot of a design studio grade sheet, which shows that the overall grade of that course depends on not only one or two final or midterm exams or class tests but it depends on numerous assessment events:

		studio exercises																average		overall performance							
arch 104		50%	50%	200%	100%	100%	30%	120%	200%	200%	100%	50%	100%	100%	100%	600%	100%	2200%	300%	100%	100%	100%	100%	100%	100%	100%	10
design studio II fall 15 final grades		story	story edit	head	layer skyline	letter model	origamy number	origamy complexity	problem finding	cut out model	package cut out	puzzle manual	Cutpaste 1	cutpaste 2	cutpaste 3	chair	chair sheet	0%	project average (studio exercises)	hardworking	inquisitiveness	conceptual understanding	composition sense	presentation	interaction with others	development	
1.5E+07	Mysha	60	50	30	0	45	40	40	70	45	50	35	60	70	70	75	70	56.25	56.0	70	60	60	75	70	55	60	
1.6E+07	Nadira	50	55	65	60	55	80	65	90	70	55	50	70	75	80	85	80	73.3864	73.0	70	70	70	75	70	70	75	
1.6E+07	Yeasin	60	40	90	60	60	60	65	90	80	70	60	80	60	70	90	85	78.2273	78.0	90	80	85	80	80	70	85	
1.6E+07	Pial	55	70	80	45	50	75	70	90	80	70	70	65	60	60	80	80	73.3636	73.0	80	70	80	80	70	70	80	
1.6E+07	Sania	70	40	70	45	50	80	60	80	80	75	50	70	65	70	80	80	71.4091	71.0	70	70	60	60	65	70	70	
1.6E+07	Memory	50	70	60	80	55	60	75	70	90	80	70	70	70	80	90	85	77.4091	77.0	90	85	80	75	80	75	75	
1.6E+07	Tahsin	60	50	40	40	70	50	70	90	80	80	80	50	60	65	85	80	71.3182	71.0	80	70	75	75	75	75	70	
1.6E+07	Mauly	70	50	60	50	50	65	60	75	80	65	65	50	70	80	85	80	71.3182	71.0	70	60	70	70	70	65	70	
1.6E+07	Habsa	50	60	50	70	50	60	45	60	60	50	50	70	60	80	75	70	63.2727	63.0	70	60	60	65	65	65	60	
1.6E+07	Rao	50	45	40	40	50	45	90	35	50	40	45	50	50		90	85	62.1136	60.0	80	90	60	60	60	80	60	
1.6E+07	Nayem	50	60	40	60	70	75	65	60	75	65	70	65	50	55	80	80	66.6136	62.0	70	60	60	60	65	60	60	
1.6E+07	Rahnuma	65	45	50	70	60	55	75	80	75	75	80	65	65	75	65		69.9545	69.0	80	80	90	80	80	70	70	
1.6E+07	Sabri	70	65	45	75	60	60	60	80	90	70	65	60	60	75	75	65	69.7727	68.0	85	80	85	80	80	80	75	
1.6E+07	Raduan	60	40	60	40	90	60	75	60	80	0	0	80	90	60	80	60	66.2727	66.0	85	70	85	85	80	80	75	
1.6E+07	Shantanu	65	65	0	80	60	55	50	80	60	60	70	70	70	50	75	65	61.8864	61.0	80	70	80	80	75	70	70	
1.6E+07	Anjun	60	50	40	75	50	0	0	80	55	50	45	70	60	70	75	70	60.1136	59.0	70	75	70	70	70	75	70	
1.6E+07	Imran	70	40	45	75	60	70	55	60	45	70	35	70	50	60	80	80	63.8409	62.0	70	60	60	60	60	60	60	
1.6E+07	Adhir	60	35	70	50	60	60	60	75	80	80	70	60	70	75	75	60	69.4318	68.0	80	80	70	70	70	75	70	
1.6E+07	Shatabdi	0	0	60	55	50	60	50	80	80	70	30	0	70	65	80	80	63.7727	62.0	70	70	70	70	70	70	70	
1.6E+07	Iftekhar	40	60	40	30	50	65	50	60	40	40	40	65	60	50	80	60	57.4773	50.0	70	60	60	60	60	60	60	
1.6E+07	Sheefa	65	70	50	90	70	65	60	90	80	75	75	65	85	80	80	80	75.5227	74.0	80	75	75	80	75	70	70	
1.6E+07	Moon	0	0	0	80	70	55	70	80	60	50	40	0	70	60	75	60	56.3864	55.0	70	65	70	70	70	70	70	
1.6E+07	Sushmi	65	75	85	70	90	55	80	90	80	80	70	80	60	65	80	70	78.2955	77.0	90	90	85	85	80	70	80	
1.6E+07	Sadi	70	40	40	30	60	65	50	60	40	60	40	70	50	45	80	60	58.6136	53.0	70	60	60	60	60	70	65	
1.6E+07	Bushra	70	70	40	50	50	80	55	70	75	45	50	65	60	80	75	75	64.3182	63.0	70	75	70	70	70	70	70	
1.6E+07	Proglava	70	50	30	80	50	60	55	75	50	60	60	70	50	0	85	75	62.6818	61.0	70	65	70	75	65	70	65	
1.6E+07	Ananya	60	50	35	30	50	70	50	90	75	55	40	60	50	60	80	70	64.1364	63.0	80	75	60	60	65	80	65	
1.6E+07	Ridan	0	0	0	0	0	0	0	0	70	0	0	0	0	0	80	0	10	10.0	0	0	0	0	0	0	0	

Methods of Assessment:

For summative assessments in the theory subjects final examinations are held as per the university's central rules and regulations regarding examinations. These are mostly 2 hour examinations carrying 50% of the total marks of the course. The mid-term examinations are 1 hour examinations with 20 marks. The rest 30% of the grades comes from class assessments. Class assessment may consist of class attendance, class tests, assignments, presentations etc.

the class test and mid-term scripts are shown to the students and feedback is given. It is hence one kind of formative assessment too. In the design and other sessional courses there are no final or midterm examinations. As mentioned above, in these courses the marks are obtained through a series of many studio tasks. The different methods those are applied for both formative and summative assessment include, conventional examinations, open-book examinations, class tests, oral examinations, reading assignments, case study and report writing, presentations, portfolio submission, design preliminary presentation and critique, design jury etc.

Assessment tools details:

Every kind of assessment event uses certain tools, be it examination question paper or grading rubric for design jury members. At the university of Asia Pacific Department of Architecture, attention is paid to details of such assessment tools. During the current SA cycle through various workshops and discussions, teachers became aware of the Blooms Taxonomy of cognitive domains. Most assessment tools, specially the examination question papers are reviewed by a group of moderators and in this processes it is scrutinized, just how much of which level of Bloom's taxonomy is covered by the assessment tool (e.g.: the question paper). Following is a sample of cognitive level mapping of question paper.

TEMPLATE: TABLE OF SPECIFICATIONS FOR EXAM QUESTIONS

University of Asia Pacific

Department:

Final Examinations, Semester:

Program:

Course Code: **Course Title:**
Credit Hr:

Time: **Total Marks:**

Name & Designation of the Examiner:

Learning Outcomes (LO):

LO 1:

LO 2:

LO 3:

LO 4:

Levels in Bloom's Cognitive Domain:

C1: Remember   C2: Understand   C3: Apply   C4: Analyze   C5: Evaluate   C6: Create

Question No.	Learning Outcomes (LO)	Level in Bloom's Cognitive Domain along with Allocation of Marks					
		C1	C2	C3	C4	C5	C6
Q1 (b)							
Q2 (a)							
Q2 (b)							
Q3							
Q4							
Q5							
Total Allocation of Marks							

Signature of the Examiner   **Date:**

Here is another example of how tool of assessment (question paper) is peer reviewed by moderators. This is a moderator report form:

TEMPLATE: MODERATOR REPORT OF QUESTION PAPER

University of Asia Pacific
Department:
Program:
Final Examination, Semester:

Course Code: **Course Title:**
Credit Hr:

Time: **Total**
Marks:

Name & Designation of the Moderator(s):

A. Evaluation of Question Paper:

SL	Items	Accepted as it is	Minor correction	Major Correction
1.	Relevance of the questions according to six levels of Cognitive domain in Bloom's Taxonomy			
2.	Reflection of the learning outcomes in the questions			
3.	Breadth of the course material supposed to be covered during the semester			
4.	Clarity of the questions provided			
5.	Distribution of marks allocated for each question			
6.	Correctness of the grammar and spelling			
7.	Format followed as prescribed by the department			

B. Suggested modifications (if necessary) for the questions

Question No.   Suggestions:
Question No.   Suggestions:
Question No.   Suggestions:

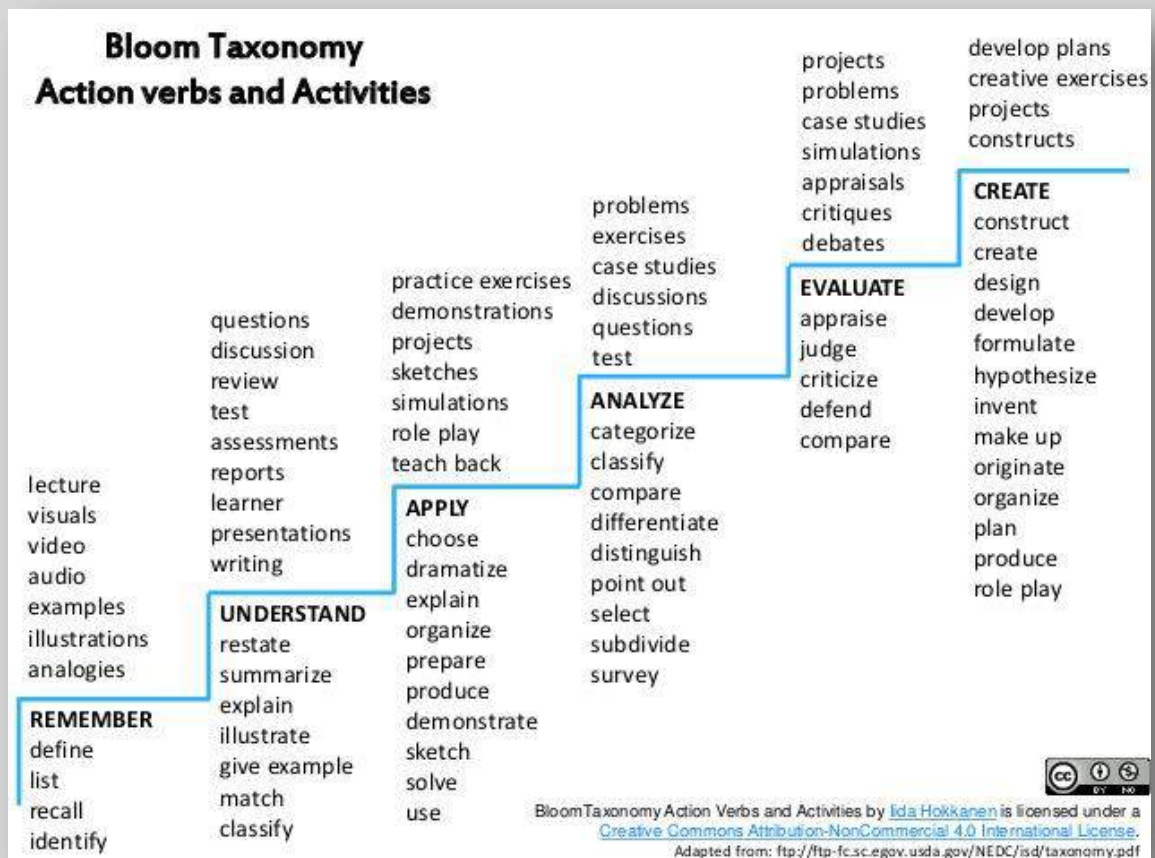**C. Overall Comments of the Moderator(s)**

....
....
....
....

Moderated and Accepted ☐

Signature of the Moderator(s)   **Date:**

Here is an example to typical Blooms taxonomy action verb chart used in the Department of Architecture both by question setters and question moderators:

Bloom Taxonomy Action Verbs and Activities by Iida Hokkanen is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License. Adapted from: ftp://ftp-fc.sc.egov.usda.gov/NEDC/isd/taxonomy.pdf

6.9 Stakeholders' view over Assessment

Survey Questions:

Q.01.Assessment systems are duly communicated to students at the outset of the term/semester
Q.02. Assessment procedures meet the objectives of the course
Q.03.Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed
Q.04. Diverse methods are used for assessment
Q.05. The students are provided feedback immediately after assessment

Students' response — number of persons voted (among 115 students)

	Average		5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
	out of 5						
Q.01	3.92	Agree	28	61	17	7	2
Q.02	3.57	Agree	13	60	24	16	2
Q.03	4.03	Agree	29	66	15	5	0
Q.04	3.61	Agree	19	54	20	22	0
Q.05	3.15	Undecided	11	41	28	24	11

Alumni response — number of persons voted (among 124 Alumni)

	Average		5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
	out of 5						
Q.01	4.05	Agree	39	64	11	8	2
Q.02	3.9	Agree	25	75	12	11	1
Q.03	4.1	Agree	33	75	11	5	0
Q.04	3.71	Agree	22	58	30	14	0
Q.05	3.86	Agree	27	66	18	13	0

Q.01.Assessment systems are duly communicated to students at the outset of the term/semester
Q.02. Assessment procedures meet the objectives of the course
Q.03.Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed
Q.04. Diverse methods are used for assessment
Q.05. The students are provided feedback immediately after assessment

Faculty response — number of persons voted (among 16 Faculty members)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	4	Agree	4	9	2	1	0
Q.02	4.13	Agree	5	8	3	0	0
Q.03	4.5	Strongly Agree	8	8	0	0	0
Q.04	4.13	Agree	6	8	0	2	0
Q.05	4	Agree	3	11	1	1	0

Response comparison

	average score (out of 5)				Grand Mean	Mean response
	Student	Alumni	Faculty	Staff		
Q.01	3.92	4.05	4		3.99	Agree
Q.02	3.57	3.9	4.13		3.87	Agree
Q.03	4.03	4.1	4.5		4.21	Agree
Q.04	3.61	3.71	4.13		3.82	Agree
Q.05	3.15	3.86	4		3.67	Agree

Students are asking for more frequent feedback after assessment though the faculty and the alumni thinks that the current practice is satisfactory. In case of subject like design judgment, many a times student feel misunderstood in assessment. The rating in Q.02 highlights such sentiment too. on the contrary the alumni thinks in more positive tone about the subject matters, perhaps their involvement in practical fields have made them realize the wisdom behind design assessments

On the question of assessment, the faculty hold strong viewpoint having all grades over 4. they strongly agree with the diverse methods of assessments system practiced in UAP

The satisfaction levels among the stakeholders are quite good when it comes to the question of assessment. UAP maintains good practice in this case as per the stakeholders opinion

Survey Questions:

Q.06.The assessment system is reviewed at regular intervals.
Q.07.Fairness and transparency is maintained in assessment system

Faculty response

number of persons voted (among 16 Faculty members)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.06	3.63	Agree	3	7	4	1	1
Q.07	4.56	Strongly Agree	11	3	2	0	0

Response comparison

average score (out of 5)

	Student	Alumni	Faculty	Staff	Grand Mean	Mean response
Q.06			3.63		3.63	Agree
Q.07			4.56		4.56	Strongly Agree

The faculty members admit that assessment review system should be a regular event; however all are unanimous that assessment process is fair and transparent as it should be.

7

Chapter 7

Student Support Services

As Mentioned in the SA manual, student support system is an "Educational Necessity" from which they are benefited. That means the services that contributes to the social and academic development of the student and enhances overall quality of learning experience are considered as support system. As the main support the students get are from teachers in classroom and labs being part of the curriculum, these are additional supports to take care of a student's becoming of a responsive human being. It promotes intellectual capacity as well as gives sensory stimuli, and creates a sense of belongingness in a collaborative environment.

The Standards:

Standard 6-1: Academic guidance and counseling should be formalized with proper documentation.

Standard 6-2: Organization and Participation in co-curricular and extra-curricular activities should be recognized as an integral part of skill development mechanism and quality education.

Standard 6-3: Co-curricular and Extra-curricular activities should be encouraged with reasonable time to participate.

Standard 6-4: Career counseling and activities relating to placement of graduates need to be done on regular basis under the management of a permanent administrative set up.

7.1
Co-curricular and
Extra-curricular activities:

The widely used terms "Co-curricular and Extra-curricular" activities are part of any academic institute without which the encompassing learning environment is severely hampered. These terms are similar in meaning with slight differences. Co-curricular refers to those activities which are connected with academic curriculum complementing a total learning experience of the students. These are non-credit voluntary activities, participating which the students will understand the subject matter better than others who didn't. But they are not part of main curriculum. The extra-curricular activities refer to those activities which are totally outside the realm of normal curriculum, but are essential for the overall development of a student as a responsive human being. These activities are generally run by students in form of various clubs.

Though ideally club activities are supposed to be run and maintained by the students' body with the help of faculty members as advisors only, it is often needed to initiate the clubs in more formal manner. In UAP there are two monitoring authorities for its club activities; one is done by the Directorate of Student Welfare and the other in monitored by the Departments through the faculties.

Central Clubs under DSW

Directorate of Students' Welfare (DSW) serves as a unifying force in the campus life of all members of UAP - students, faculty, staff and alumni. It is responsible for arranging co-curricular and extracurricular activities regularly for the university. The DSW funds and monitors some clubs which are interdepartmental. These are considered central clubs which may have links with other departmental clubs. These common clubs are as follows (with representative faculty member from Department of Architecture).

UAP Cultural club (Advisor: Ms. Layeqa Bashir, Basic Science and Humanities)
DoA representative: Enam R Adnan
UAP Drama Club (Advisor: Dr. Mahmudul Alam, EEE)
DoA representative: Naya Tabassum
UAP Literary Club (Advisor: Md Shazed Ul Hoq Khan Abir, English)
DoA representative: Srijon Barua
UAP English Language Club (Advisor: Nellufar Yeasmin, English)
DoA representative: Md. Nazmul Hoda
UAP Football Club (Advisor: Md.Saleh Akram, Law)
DoA representative: Naushad Ehsanul Haque
UAP Cricket Club (Advisor: A.H.M. Zadidul Karim, EEE)
DoA representative: Muhtadin Iqbal
UAP Basket Ball Club (Advisor: Md.Masrur Mamun Hossain, Architecture)
UAP Indoor Games Club (Advisor: Molla Rashied Hussein, CSE)
DoA representative: Shuvra Das
UAP Public Speaking & Debating Club (Advisor: Md.Lokman Hussain, Law)
DoA representative:Enam R. Adnan
UAP Social Awareness (Welfare) Club (Advisor: Ms. Mahjabeen Gazi, Pharmacy)
DoA representative: Simita Roy
UAP Film & Photography Club (Advisor: Simita Roy , Architecture)
UAP Entrepreneur Club (Advisor: Ms. Sadia Tangem, DBA)

Not all clubs are equally active; however there are regular central club activities all around the semester such as cultural programs, drama, celebration of national and international events (Pohela Boishakh, International Mother Language Day, Independence Day, and Victory Day etc.) competitions in debate, public speaking, art and photography exhibitions, outdoor and indoor games like inter-department cricket, football and table tennis Competition etc. There are other activities like community volunteer works, blood donation campaigns, cleaning public places, environmental awareness programs etc. DSW clubs also arranges seminars and workshops such as, grooming session, training session, symposia on formal writing and etiquette, workshops on interview techniques and corporate networking etc.

Central Club Fair

DSW has taken an initiative to organize a Club Fair in every semester to give the freshly admitted students an opportunity to register for various clubs of the University. In these events, all the central clubs of UAP collaborate with each other to showcase their uniqueness through displaying their achievements and activities. The latest Club fair was arranged in November 1, 2017 in the current semester.

DSW office also maintains liaison with many outside organizations to facilitate the UAP students with wider opportunities. For example in the last year the DSW launched "YES Group" with TIB, signed MOU with Daily Star, Chakri.com, Casper Foundation etc.

Departmental Clubs

Other than the Central clubs of UAP, all departments have their own clubs. Architecture is not an exception here. However the Department of Architecture has a different approach towards these clubs. Most of the activities of these clubs are not "extra-curricular", rather "Co-curricular" in nature. Many of the activities are directly linked with the academic courses offered during the semester. For example, ASAC Photography is linked with the course ARCH 222: Photography and Design Studios; ASAC Film is linked with ARCH 103: Art Appreciation and also first year Design Studios. And the senior Design Studios inspire activities of ASAC Tour and Design Club. Therefore these Clubs have a unique obligation to involve all concerned students unlike the common pattern of club activities limited to its members. Under these circumstances the membership of these clubs are open and by default all students of architecture are automatic members. The responsibilities of organizing activities are also very unique in comparison to regular club activities. (see next point on management policy for details)

ASAC or "Architecture Students' Activities of Clubs" is the umbrella term which combines the seven different club activities that the students of architecture organize and take parts. These club activities are as follows:

1. ASAC Photography aka Photography Club
2. ASAC Film aka Film Club
3. ASAC Culture aka Cultural Club
4. ASAC Sports aka Sports Club
5. ASAC Tour aka Study Tour Club
6. Design Club
7. A new club "Debate and public speaking club" is launched recently along with the old ones.

The current responsibilities of the clubs as well as few regular activities are as follows:

ASAC Photography aka Photography Club
        Moderator: Muhtadin Iqbal (faculty)
        Common activities in a semester:
                Photo walk in selected places (along with Tour Club)
                Theme based exhibitions

ASAC Film aka Film Club
        Moderator: Masrur Mamun Hossain (faculty)
        Common activities in a semester:
                Weekly film show (Tuesday at 5.30 pm)

ASAC Culture aka Cultural Club
        Moderator: Enam R Adnan   (faculty)
        Common activities in a semester:
                "Nobin Boron" program
                Selected national day celebrations.

ASAC Sports aka Sports Club
        Moderator: Md. Nazmul Hoda   (faculty)
        Common activities in a semester:
                Intra department Cricket tournament (APL)
                Inter department tournament participations

ASAC Tour aka Study Tour Club
     Moderator: Naushad Ehsanul Huq   (faculty)
     Common activities in a semester:
          Study tours in collaboration with Design studios and other clubs (photography and design club)
          India tour (yearly)

Design Club
     Moderator: Md. Shoeb Bhuiyan (faculty)
     Common activities in a semester:
          "Open Day" (semester ending exhibition of selected/best designs in all studios)
          Weekly design reading sessions
          Public lectures and study trips.

Debate and public speaking Club
     Moderator: Nayna Tabassum   (faculty)
     Common activities in a semester:
          Workshop and competition participation.

Department events and event calendar:

All the activities of clubs as well as other co-curricular activities are termed as "Arch events". An event calendar is made with the help of students put find slots for possible event activities. Though the prefixed date for an event sometimes cannot be made but it puts a reminder of pending activities.

Following are a sample of a list of activities done in the previous 2015-2016 fiscal year.

*Student Co-curricular and extra-curricular activities **during 2015-16** fiscal year:*

1. *Study Tours:*
    a. *Jatiyo Shangshad Bhaban, Parliament building designed by Louis I Kahn*
    b. *Chittagong University Campus, designed by Muzharul Islam*
    c. *Bangladesh Agricultural University, designed by Paul Rudolf.*
    d. *Friendship Centre, Aga Khan Award winning project, designed by Kashef Mahbub Chowdhury*
    e. *Heritage architectural projects like Choto Sona Masjid, Darasbari Madrasah and Mosque, Toha Khana, Gokul Medh, GobindaVita, Mahasthan Garh*
    f. *Heritage architectural projects like Bara Sarder Bari, and Panam Nagar, Sonargaon*
    g. *Liberation war museum, designed by Tanzim Hasan Selim*
    h. *East West University, Designed by Bashirul Haque*
    i. *Several contemporary architectural projects and construction sites within Dhaka.*

2. *Supporting design activities:*
    a. *In-house design competitions:*
        i. *F16C01: Designing the department lobby with total prize money of 15000 taka*
        ii. *F16 C02: A House for Satyajit Ray, with a total prize money of 28000tk*
    b. *Inter-university design competitions:*
        i. *Design Charade participation in Military Institute of Science and Technology*
    c. *International design competitions:*
        i. *Aditya Design Competition, Mumbai, India, Award won by UAP architecture team of Atikul Islam, Rajib Kumar Saha, Antara Talukdar, Protiti Iqbal and Jahidul Islam*
    d. *National Design award and competition:*
        i. *Jute Design Contest proposed by Alliance Française de Dhaka and Goethe-Institut Bangladesh. Two winning Projects by Fahim Hasin and Rakibuzzaman, Dept of Architecture, UAP*
        ii. *Graffiti Design Competition organized by Dhaka City Corporation North to be realized in several spots in Dhaka, Won by M.G Tamzeed, Dept. of Architecture, UAP*
        iii. *DOT magazine Design Competition: Award won by three Students from Dept. of Architecture, UAP, Nishat Tasnim, Fahim Hasin Sahan, Tanzia Mahzabeen Mou*
3. *Supporting participations in architecture activities:*
    a. *International Seminar Participation: Three students from UAP were selected as Student Delegates of Bangladesh in 19th ArchAsia Forum held in Jaipur, India*
    b. *UAP Architecture Students team participation in "ArchJam16", ArchAsia architecture Students Jamboree.*
    c. *UAP architecture students' participation in HBRI seminar on sustainable architecture.*

4. *cultural program:*
   a. *"HRiddho" and "Teen Panch" Nobin Boron and farewell program arranged in both semesters.*
   b. *Architecture Dept. student's participation in various UAP cultural programs celebrating National days.*
5. *Film Show:*
   a. *Screening of several films as part of regular film shows regarding film appreciation as well as connection to design studios. The list includes Architecture 101, Princess Kagua, Phantom Boy, Hero by Jhang Yimou and many others.*
6. *Exhibition:*
   a. *Installation art exhibition to symbolize all departments in new city campus as well as National Victory day.*
   b. *Photography Exhibition celebrating National Victory day.*
   c. *Several exhibitions with various design studio works including first year sensory art installation, "Root-canal" urban intervention by fourth year studios etc.*
7. *Grand Jury:*
   a. *Grand Jury of final year thesis projects with eminent architects and invited guests from various professions related to architecture. (In both semesters)*

Conference, Workshop and colloquium organized during 2015-16 fiscal year:

1. *Lecture series by distinguished guests:*
   a. *"Dekha Na Dekhar Chokh" lecture on "Seeing" and aesthetics in Art and architecture, by Shahduzzaman, eminent writer and researcher.*
   b. *"Sound in Landscape", Lecture on formation of music in different landscape and its influence in architecture, by Moushumi Bhowmik, eminent Singer and activist.*
   c. *Beyond Letters, A talk about links between Graphic Design and Architecture and her journey in design realm, by Arch. Fahinaz Ferdous, UAP Alumni and former faculty*
   d. *"Studio Habitat", A Lecture by Haroon Sattar, Associate Professor, University of Missouri, USA about sensory integration and spatial needs.*

2. *Travel Grant Declaration:*
   a. *A travel Grant to visit architectural sites within Bangladesh was declared and awarded to a group of students from third year based on their portfolio and travel plan. It is an Architecture Dept. Alumni initiative.*

Open Day, the grand event:

Among all the activities the Department has decided to organize a grand exhibition under the banner of Design Club in every semester. This is the keystone exhibition of Department of Architecture. Selected projects from all studios from the junior most to the fifth year thesis, along with notable achievements like competition winning entries by the students are collected and formatted to organize a synchronized exhibition. This three day long exhibition takes the whole UAP premise in plaza level as well as the Department floors to host lectures and workshops simultaneously. In the latest Open day there was an additional event of dialogue between the Alumni with current student about their aspirations and expectations. The Open Day event is called "Open" because it is a public exhibition and especially students are asked to bring their parents/ guardians so that they can have a glimpse of their children's works. Also they can meet concerning studio teacher or advisors if they want.

Arch Event management policy:

As mentioned before that the departmental clubs comprises of all students by default, the task of organizing the events are not only the club leaders' concern but of all students. After consulting with the students in many meetings, the Department has come to a custom made solution to distribute the additional activities evenly to all students. Each batch starting from the first year to fifth year first term is assigned to take leadership of different club activities (hence chance to hone leadership capacity). These assignments are as follows:

> Level 1 term 1: main taskforce to small supports like arrange seating, hanging panels, bringing tidbits.
>
> Level 1 Term 2: organizing weekly movie screening, designing posters etc.
>
> Level 2 Term 1: Organizing Fresher's reception and farewell program.
>
> Level 2 Term 2: Organizing study trips, Specially Shangshad Bhaban tour.
>
> Level 3 Term 1: All sports related activity
>
> Level 3 Term 2: Organizing workshops and lectures and basic preparation for next semester Open day
>
> Level 4 Term 1: The Open Day
>
> Level 4 Term 2: Any grand event involving the whole department, for example: grand Picnic or 2/3 day long study tours.

Level 5 Term 1: Main advisory role.

Level 5 Term 2: exempted from any additional duties.

Sports Facilities:

UAP has an indoor sports center situated in the 1st floor of UAP city campus. This center has indoor games facilities such as table tennis and carom. In addition the central facility UAP annually arranges intra and inter-departmental sports tournaments, giving the students opportunity to develop team spirit, sporting and competitive attitude among themselves. For sports activities which require open fields (for example: Inter Department Cricket Tournament), UAP arranges for hiring sessions in appropriate playfields through DSW office.

It is mentionable that a design proposal for a more comprehensive student zone in the ground floor adjacent to the backside green area is already communicated with DSW office which is waiting to be approved. This proposal includes an open gallery, indoor games facility, a backyard basketball court, limited Gym facility and a mini park with seating.

7.2
Academic Guidance
& Counseling

It is an absolute necessity that to have an environment of healthy learning the Department must nurture an attitude of helpfulness. Academic guidance and counseling are vital and integral part for that supportive environment within the Department. The guidance part starts from the admission by the Admission Office located in the 1st floor of the UAP City campus. They are there to assist about the information regarding various departments and for payment and fees related issues through Departmental Administrative Officers (DAOs) and the Central Finance and Accounts Section of UAP. After getting admitted each student is assigned a faculty advisor for assisting in course registration, course selection, academic progress, providing guidance and counseling in all academic related matters. The faculty advisors play a central role for student's academic counseling by helping with the following issues:

Dates and deadlines
University policies & procedures
Transfer of credits
Academic withdrawals

Letters of permission
Exam policies
Understanding grades and academic records
Registration procedures and suggestion of courses
Withdrawal procedures
Program requirements and prerequisite for courses
Recommendation for further study
Emotional and personal support

As mentioned before in Chapter 4, the various informal monitoring systems are also indicators of where students' need guidance. The Course Instructors as well as other faculty members are always available beyond stipulated course times. As designing has an artistic part beyond its technical parts, students are generally in need of counsel from various sources before reaching his/her design conclusion. All teachers are here in agreement to help any student whenever he/she seeks counsel.

Students' Academic Support (SAS) cell

SAS has been formed under the directorate of student welfares to address the needs of the students and academic staff regarding collaborative opportunities at home and abroad. The formation of the cell was triggered by the gap of knowledge regarding the external funding opportunities among the students and the need to revive the existing collaborations. An academic staff is appointed as the contact point for facilitating the activities of the cell and maintaining the liaison between the University and the external institutions. SAS activities include

Managing and mobilizing the information flow regarding the opportunities of higher education for students in abroad.

Facilitating the collaborations that have been signed between local/foreign Institutions and UAP to initiate student/faculty exchange and encourage collaborative research endeavors.

Social Counseling Center (SCC)

SSS is the university's specialized service for personal counseling, psychotherapy, and psychological outreach and consultation services. The Centre's mission is to promote the

psychological, educational, and social well-being of the student of UAP and to help prepare them to be productive members of society. Although SSS is primarily focused on students, but the services are extended to the faculty, staff and even the parents/spouse of the students, when needed.

This center also offers a number of workshops on different psycho-social issues such as stress and anger management, self- respect and self-confidence, emotional intelligence, forgiveness, meditation, communication, relationship and leadership skills and so on. It also provides training on group dynamics and motivational lectures.

Services for Students

Walk-in intake/crisis intervention

Group, individual, and couples/parental counseling

Referrals to off-campus mental health services

Services for Faculty and Staff

Referrals to off-campus mental health services

Provide presentations, guest lectures, and workshops on mental health to students, faculty, and staff.

Standard 6-5: The university and program offering entities should have well organized and meaningful alumni association to support the quality education efforts.

Standard 6-6: The university and program offering entities should have a formal system to collect alumni feedback on the effectiveness of academic programs, emerging changes in the industry and working life.

Standard 6-7: The university and program offering entities should organize programs relating to career guidance and university industry collaboration (UIC) with the active participation of alumni association.

Standard 6-8: Students have the opportunity to involve themselves in community services under the management of the program offering entity in an organized manner on a regular basis.

7.3
Career and Placement

The Departments in UAP individually provide support on career and placement to the students. The B.Arch curriculum requires a student to complete an internship before getting the degree certificate. Though the students choose the offices where they want to complete their Internship, the Department also suggests and helps them to find more appropriate mentoring offices. Sometimes the internship turns to jobs later on.

Career Counseling Centre (CCC)

There is also a formal body in the University to provide such kind of supports too.
Career Counseling Centre (CCC), established under DSW, provides career advisory services to the students that continues throughout the studentship at the University, and beyond as a member of the UAP Alumni. The CCC evaluates the market need and arranges lectures, seminars, workshops, discussions, mock interviews etc to hone the inherent management skill of the students so that they are better positioned for the best job opportunities.
CCC is responsible for the following functions:

Internship Placement
Job Placement
Arranging workshops & seminars
Training Program
Job Fair & Career Fair
Graduate Database/Profile
Employer Database
Company Visit
Relationship Development
Career Planning

**7.4
Alumni
Services**

UAP is working to form a proper alumni association in a formal manner. The mission of the proposed University of Asia Pacific Alumni Association (UAPAA) is to create an environment in which UAP alumni, i.e. former students stay connected to the university and support it with their work, wisdom and wealth. It has already started it journey by the initiation of a web link in the UAP website which is currently collecting information about UAP alumni. The Alumni Association is implementing its mission in partnership with the University's Directorate of Students' Welfare (DSW).

The Alumni Association will be an active participant with the DSW as it engages alumni through programs on and off campus that expand and strengthen the connections between all parties concerned. This engagement will come through educational programs (working with students and

faculty), cultural and promotional programs and other activities. The alumni will be connected with and informed of the University's programs and activities and create an effective alumni network. The Alumni Association will engage with current students to share the heritage and traditions of University and the significant role that they as alumni can play after graduation. The Alumni Association will welcome new students as they enter the University, support them in their time on campus and assist them as they leave campus to enter the outside world. Currently the Web link is giving every registered alumni a unique Id to log and participate in the formation process.

Architecture Alumni Travel Grant and APL:

Though the Alumni body of the Department of Architecture is not yet not fully formed, the alumni are not out of the scene. The education of architecture requires good relationship with senior students with juniors. This is one way of lateral learning. So there is a strong sense of brotherhood in every architecture schools. UAP is similar in that sense. Many former students come to final year thesis jury just to see what the current students are doing and help them by giving suggestions. There are two significant involvements of the alumni in a personal level with the current students. One of them is the Alumni Travel Grant. Few generous alumni have declared to award a small travel grant of 150 dollar for students to travel around architectural marvels of Bangladesh. This opportunity is limited only to Third year students. Students form groups of two or three and submit their portfolio along with travel plan. The sponsoring alumni and the faculty members select among those proposals and select a winner. After visiting their desired destination they need to make a presentation about their experiences.

The other alumni involvement is rather casual but quite regular. There is a regular sports event among the students to play intra-department Cricket matches. Organized in the manner of Bangladesh Premiere league BPL, this sports event is called APL (Architecture premiere league) where the participating team members are selected in a fun auction mode. Nonetheless the matches are quite serious in nature and the students rate this event of APL quite highly among themselves. This APL is mostly financed by few Alumni who also take parts in the event either as players or as sponsors.

**7.5
Community Services**

During the admission, 3% of total seats are reserved for children of Freedom Fighters and are offered 100% tuition fee waiver. 3% of total seats are reserved for poor but meritorious students from remote underdeveloped regions of Bangladesh and are offered 100% tuition fee waiver. VC's special tuition fee waiver (10 to 100%) is there for the poor and meritorious students. 60% tuition fee waiver for 2nd siblings. 100% tuition fee waiver for 3rd siblings.

In Department level the students participate in many UAP activities organized by various departmental welfare clubs like blood donation or donating for flood victim etc. Students have also organized such activity themselves like collecting winter clothing for the poor in every winter season.

Rehabilitation program for flood victims:

One of such activity in the previous semester was designing and making shelter for the flood affected families at Kurigram. In collaboration with Ekattor Open Scout group, three students from 3rd year 2nd semester teamed up to design and erect the houses and community places. The project was named "Kurigram Nageshwari kutirchor Project" where in total 20 houses and 12 tubewells were installed. UAP funded for making two of them.

7.6 Stakeholders' view over
Student Support Services

Survey Questions:

Q.01 There is an arrangement in the entity to provide an academic guidance and counseling
Q.02. Financial grants are available to the students in case of hardship
Q.03.The entity provides co-curricular and extra-curricular exposures to the students
Q.04. There are opportunities to be involved with community services

Students' response — number of persons voted (among 115 students)

	Average	5	4	3	2	1
	out of 5	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	3.61	Agree	22	54	17	16	6
Q.02	3.48	Undecided	21	47	22	16	9
Q.03	3.35	Undecided	14	47	26	21	7
Q.04	3.1	Undecided	9	40	32	22	12

Alumni response — number of persons voted (among 124 Alumni)

	Average	5	4	3	2	1
	out of 5	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	3.56	Agree	21	53	29	16	5
Q.02	3.66	Agree	24	55	28	13	4
Q.03	3.89	Agree	33	64	10	14	3
Q.04	3.46	Undecided	17	57	22	22	6

Q.01 There is an arrangement in the entity to provide an academic guidance and counseling
Q.02. Financial grants are available to the students in case of hardship
Q.03.The entity provides co-curricular and extra-curricular exposures to the students
Q.04. There are opportunities to be involved with community services

Faculty response   number of persons voted (among 16 Faculty members)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	3.56	Agree	3	7	3	2	1
Q.02	4.25	Agree	5	10	1	0	0
Q.03	4.19	Agree	5	9	2	0	0
Q.04	2.88	Undecided	0	4	7	4	1

Response comparison

	average score (out of 5)				Grand Mean	Mean response
	Student	Alumni	Faculty	Staff		
Q.01	3.61	3.56	3.56		3.58	Agree
Q.02	3.48	3.66	4.25		3.8	Agree
Q.03	3.35	3.89	4.19		3.81	Agree
Q.04	3.1	3.46	2.88		3.15	Undecided

The responses of both current students and alumni are positive regarding the questions of student supports as they mostly "Agree"d upon. The current students are relatively more inclined towards the faculty view on the question of community services.

in comparison with the other stakeholders the faculty members thinks that the Department holds better practices regarding financial grants as well as co or extra-curricular activities. However their view over community services is much lower than the others. This means that the faculty wants more opportunity to get involved in community connections which is quite reasonable as architecture is after all a service provided to others.

The overall responses shows that the Department needs to enhance its community service policies and participation. For the rest, a reasonably fair responses by agreeing upon. Design as a subject has some subjective part for which students sometimes need extra counseling. The survey data says to put some more effort in it.

Stakeholders' view over Alumni Participation

Q.05. There is an organized and supportive alumni association
Q.06.The entity collects alumni feedback to update the learning outcomes of the program

Students' response

number of persons voted (among 115 students)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.05	2.78	Undecided	6	26	37	29	17
Q.06	2.5	Disagree	3	17	35	39	21

Alumni response

number of persons voted (among 124 Alumni)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.05	3.14	Undecided	16	47	17	26	18
Q.06	3.09	Undecided	20	31	28	30	15

Faculty response

number of persons voted (among 16 Faculty members)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.05	2.88	Undecided	1	3	7	3	2
Q.06	2.56	Undecided	1	0	9	3	3

Response comparison

	average score (out of 5)				Grand Mean	Mean response
	Student	Alumni	Faculty	Staff		
Q.05	2.78	3.14	2.88		2.93	Undecided
Q.06	2.5	3.09	2.56		2.72	Undecided

Interestingly the alumni are not as dissatisfied with their participation as the others are.

In an average the responses are quite negative when it concerns alumni participation. The department needs to take immediate action on this subject

8

Chapter 8

Staff and Facilities

Efficiency and commitment of the academic and non-academic staffs are the key factors of success to all academic activities and quality assurance systems. To ensure the optimum performance of the staff, certain key issues need to be taken systematically addressed. This chapter covers assesses four such issues regarding the department of Architecture of University of Asia Pacific. These are Entry Qualifications; Recruitment; Staff Development and Key Performance Indicators. At the end of this chapter, stakeholders' view over staff and facilities are given.

Standard 7-1: In order to select the right person for the right job university must have a transparent, fair, appropriate and properly documented recruitment policy, specifying the entry qualifications and outlining the key stages for both academic and non-academic staffs.

Standard 7-2: Salary and incentives should be reasonable to attractive and retain the talented and experienced staff members.

Standard 7-3: Academic Staff are working as a team with high level of sincerity

Standard 7-4: Faculty-members are very serious and keen to enhance professional knowledge and skills through research and higher study leading to PhD degree.

Standard 7-5: All academic staff must have training or orientation for effective academic guidance and counseling

8.1

**Entry
Qualifications**

Rules for Faculty Recruitment:

There are some university-wide general rules for recruitment of teachers in all departments.
These are as follows:

> ***1. Nature of appointment:*** All appointments in teaching positions are treated as independent appointments.

> ***2. Basic requirements:*** A candidate must not possess a Third Class/Division in any public examination.

3. Publications:

a. Publications in recognized and referred journals/proceedings are counted.

b. Publications in other proceedings of major national and international conferences and seminars may also be counted.

c. Books written in the relevant field for Undergraduate/Postgraduate levels are considered as publications.

d. Research monographs, Patents and contributions in standard published books may also be considered as publications.

e. Outstanding design works (judged by external experts) carried out officially are considered as publications (this mainly applies for the department of Architecture).

4. Calculation of Experience: Teaching experience: Teaching experience in a position of lecturer or equivalent and above in the relevant discipline at any reputable University/Institution of 84 higher learning including the UAP in graduate/undergraduate level is recognized as 'Teaching Experience". In calculating the length of Teaching Experience the time spent on deputation to a non-teaching post, study leave and leave without pay (extra-ordinary leave), during which the person was not pursuing full time teaching at University level are not counted.

Professional experience: Time spent on full time regular or ad-hoc professional job other than teaching, in the relevant discipline, are counted as Professional Experience. Professional experience of two years is counted as equivalent to one year of teaching experience while calculating the length of service experience (but is not counted as Teaching Experience).

Service experience Length of service experience includes 100% of teaching and 50% of professional experience. Half of the time spent on study leave (for study purposes to attain higher degrees), EL, ML and DL are added in calculating the length of service experience (not as Teaching Experience). Time spent for study purposes (SL) refer to the actual duration of the higher degree program, subject to a maximum of 2 (two) years for Master Degree program and 3 (three) years for Ph. D Program.

Note: Period of part time teaching or part time experience is not counted in calculating the length of service experience.

These rules came into force with effect from 01.07.2003. However, members of the faculty, who joined the UAP prior to that date, may not fulfill these pre-requisites are deemed to have possessed the minimum requisite qualifications and experience on the day of their joining. This shortcoming will not also stand on their way to further advancements in the future.

The last date of submission of applications is the limit for calculation of the period of experience. Any application, in which the applicant does not fulfill the requisite qualifications on the last date of submission of application, is not processed.

Department of Architecture:

Apart from the general rules, for the department of Architecture, the following rules are applied as entry qualifications.

Architecture Department.

(a) for appointment as Lecturer:

The candidate must possess CGPA-3.00 or First Class B. Arch. degree or equivalent in relevant branch obtained from a recognized university / institution.

(b) for appointment as Senior Lecturer:

The candidate must possess CGPA-3.00 or First Class B. Arch. degree or equivalent in relevant branch obtained from a recognized university / institution plus 1½ years of teaching experience or 3 years of professional experience or M. Arch. with 1 year of teaching experience.

for appointment as Assistant Professor:

The candidate must possess CGPA-3.00 or First Class B. Arch. degree or equivalent in relevant branch from a recognized university / institution plus 2½ years of teaching experience or 5 years of professional experience or a combination of both with at least 1 year of teaching experience.

Or

The candidate must possess CGPA-3.00 or First Class B. Arch. degree or equivalent and an M. Arch. or an equivalent degree in relevant branch from a recognized university / institution plus 2 years of service experience of which at least 1 year in active teaching.

Or

The candidate must possess CGPA-3.00 or First Class B. Arch. degree or equivalent in relevant branch and a Ph.D. or equivalent degree in relevant discipline from a recognized university / institution. In this category selection board may recommend for additional increment(s) considering number of publications and research of the candidate.

All candidates must have at least 1 publication.

for appointment as Associate Professor:

The candidate must possess CGPA-3.00 or First Class B. Arch. degree or equivalent and an M. Arch. or an equivalent degree in relevant branch from a recognized university / institution plus 8 years of teaching or 11 years of service experience of which, in both cases, at least 5 years of active teaching in the post of Assistant Professor.

Or

The candidate must possess CGPA-3.00 or First Class B. Arch. degree or equivalent in relevant branch and a Ph.D. or equivalent degree in relevant discipline from a recognized university / institution plus 7 years of teaching or 9 years of service experience of which, in both cases, at least 5 years of active teaching in the post of Assistant Professor.

All candidates must have at least 5 publications.

for appointment as Professor:

The candidate must possess CGPA-3.00 or First Class B. Arch. degree or equivalent and an M. Arch. or an equivalent degree in relevant branch from a recognized university / institution plus 13 years of teaching experience or 16 years of service experience of which, in both cases, at least 10 years of active teaching in the post of Assistant Professor and /or above (of which at least 5 years must be in the post of Associate Professor).

Or

The candidate must possess CGPA-3.00 or First Class B. Arch. degree or equivalent in relevant branch and a Ph.D. or an equivalent degree in relevant discipline from a recognized university / institution plus 11 years of teaching or 14 years of service experience of which, in both cases, at least 8 years of active teaching in the post of Assistant Professor and/or above (of which at least 3 years must be in the post of Associate Professor).

All candidates must have at least 10 publications.

Rules for recruitment of

Administrative Staff:

There are formalized rules for recruitments for administrative staffs and it is clearly stated in the service policy of UAP. For full detail of the policy please see the service policy of UAP:

8.2 Recruitment System and Retention of Staff:

The Department of Architecture at UAP has a transparent, fair, appropriately documented recruitment policy for academic staff. When new teachers are needed to maintain the optimum teacher student ratio, the departmental head formally informs the central authority regarding its requirements. The central authority then publishes advertisement in national newspapers mentioning the entry qualifications. In case of the Department of Architecture a portfolio of design works is also asked from the candidates apart from their academic certificates, transcripts and other documents. In the meantime, as per the recruitment policy, the Department forms a teacher recruitment committee to conduct the recruitment procedure as per rules. This committee includes the relevant head and dean as well as other members. This committee works to make a shortlist of candidates depending on their stated qualifications stated on the documents. Then the selection committee take appropriate measure. This selection board conducts the interview and judges the portfolios and subsequently selects the best performer.

Salary and Bonus:

To retain high performing faculty and staff UAP offers fairly reasonable salary and other incentive packages. The academic and non-academic staff receives two festival bonuses per year.

Provident Fund:

All permanent employees of the University of Asia Pacific (UAP) get the benefit of Provident Fund (PF) subject to the provision of PF rules. The rules are as follows:

All employees of the University other than:
   i. Persons who are in receipt of the pension from the Government and other bodies;
   ii. Persons who are over the age of 60 when appointed;
   iii. Part-time employees;
   iv. Persons who are on deputation and holding pensionable posts under Government and other bodies; and

v. Persons appointed on a temporary basis for a period not exceeding one year and persons appointed in leave vacancies.

Shall subscribe every month to the University Provident Fund except when on leave without pay.

Provided that an employee who has not served and contributed to the Provident Fund continuously for a minimum period of three years shall not receive anything beyond his deposits in the fund with interest accrued thereon:

Provided further that notwithstanding the previous provisions, the University authority may at the time of making a particular appointment decide that the individual appointed to that particular post shall or shall not be a subscriber to the Provident Fund.

Rate of subscription and contribution:

A sum equal to 10% percent of the basic pay of all employees below the rank of administrative officer or equivalent, and 5% for all other employees, are deducted from the salary of each subscriber every month and paid into the Provident Fund and the University contributes an equal amount in respect of each subscriber in each month: Provided that the subscriber has already made contribution for twenty four consecutive months In calculating the monthly pay on which deductions are to be made and contributions are to be paid any fraction of a taka of such monthly salary shall be omitted.

Mode of Investment:

A University Provident Fund account is opened in Bank in Dhaka to be decided by the University authority to which the total deductions from the pay of the University staff as well as the corresponding contributions from the University under paragraph (2) above are credited at the beginning of each month. All investments and securities are held jointly by the Vice Chancellor or the Treasurer. In the absence of the Vice Chancellor or the Treasurer, The Pro-Vice Chancellor or the Registrar respectively executes authority.

UAP Leave Rules

Also as its policy of retain highly qualified faculty the university has put in place a set of clear and convenient leave rules. The rules are as follows:

(Effective from 1st July 2003)
Faculty as well as management staff

Casual Leave: 10 days in a calendar year. Not exceeding 3 days at a time. This leave will not accumulate.

*Earned Leave (EL): 14 days per 1 full year of service. Accumulation: 45 days (maximum).

Sick Leave: Included in Earned leave.

Duty Leave: The duration of leave are determined by the sanctioning authority on the basis of the mode of job.

**Study Leave: Maximum 5 years (2 years for M. Sc. / MS/ M. Phil. & 3 years for Ph.D) 25% of the last drawn basic pay is paid for total duration of leave which are subject to joining at the UAP and submission of bond regarding further continuation of active teaching of not less than 2 years of the total active teaching of 5 years at UAP. Total amount of 25% is paid as per the following procedure.

> I. 25% of the amount is paid in the first month of joining.

> II. Rest 75% is paid in equal monthly installments during the next 2 years.

***Maternity Leave: 60 days with full pay and 30 days without pay

*Those, who have availed no leave up-to 30-06-2003, are deemed to have accumulated leave up to that date to the extent of 28 days @ 14 days each completed year of service. Those who have availed leave of less than 28 days up-to 30-06-2003 then the period of leave enjoyed are deducted from the leave that falls due to him @ 14 days each completed year of service, maximum 28 days, and up-to that date and the balance, if any, will be credited in his leave account. If the leave enjoyed up-to 30-06-2003 is more than 28 days, then the matter are ignored.

**Study leave are entitled to a full-time faculty serving the UAP for not less than 1 year. Study leave implies no break in study during leave period.

***A female employee serving the UAP for not less than 1 year is entitled to Maternity leave. This leave can be granted to an employee for a maximum of 2 occasions at two years interval during the entire service life in the UAP.

A. Weekly and public holidays can be prefixed and suffixed or both with Casual Leave/Earned Leave/ Maternity Leave.

B. Period of study leave are counted as service in the UAP for the purpose of annual increment, provident fund and gratuity. Period of extra-ordinary leave (leave without pay) are not counted as service in the UAP for any purpose. Service in the UAP mean service in any post in the UAP.

C. Every full time faculty will retire from the UAP from his/her 65th birth-day. After retirement the UAP may employ him/her on contract for a further period of 2 years (maximum) on negotiated fixed remuneration with approval of the Board of Governors, depending on his/her health conditions and the needs of the UAP.

8.3

Staff Development

Teachers' Training:

Initially when the university started its journey there was no system in place for regular training of new and existing teachers. Now the university has adopted a system of basic training for the fresh teachers. In addition to communicating the statements of rules & regulations of UAP, effective teaching pedagogy, learning style, significance of quality education, discipline & essence of code of conduct are elaborated during the Orientation Program workshop for newly recruited faculty members. With a view to explicating the role of the teacher in creating effective learning environments, sharing active teaching and learning strategies and developing outcome based curricula, UAP has initiated Improving Learning and Teaching Skills (ILTS). The ten-week long faculty development program is conducted by the UAP Pro Vice-chancellor as the primary

resource person and chief coordinator, veteran faculty members of UAP and also external resource persons. However the number of seats available in this training program is limited. There should also be continuous training and workshop system for senior teachers also. In the department of Architecture, UAP many classes are taken by more than one teachers (specially the design and sessional classes). Department maintains an informal system of pairing newly recruited or junior teachers with senior ones so that s/he can get a certain kind of training in the form of mentoring.

Peer Observation:

No institutional framework of peer observation exists in the program. However, as mentioned above, many classes are taken by more than one teacher and there is generally a senior junior combination. Therefore, there is a scope of informal peer feedback. In the design classes, teachers from other classes are frequently invited as guest jurors of design and during the final year thesis presentation many other external jurors are invited. These jurors are teachers from other universities, practicing architects and also specialists from other fields such as structural engineering or mechanical engineering, as well as members of executive committees of professional bodies such as Institute of Architects Bangladesh. These varied involvements of external peer's gives further opportunity of peer feedback. However all these feedback system should be more formalized. Most of the feedback comes in the form of oral or verbal comments in the discussions in the jury board. There should be a system in place for recording, transcription and summary writing. Students' feedback system is formalized in UAP and that serves as some kind of a review method.

Career Development:

The University encourages teachers to pursue higher education. Currently two teachers are doing their masters in the USA and in Spain. Four other teachers are on study leave to pursue their PhDs (in Singapore, Hong Kong and Japan). The assessment of the SA team is that there should be systematic human resources plan for the department. When two or more teachers leave for higher education at a time it is difficult to fill their place with fresh new recruits. At times, once

teachers go to foreign countries for higher education, they get better offers after completing their degrees and stay back in those countries. It is not to say that anyone is breaking any rules, the point is that the department should be more pro-active in this regard and plan well in advance. On a positive note many of the teachers are planning to come back after completing their higher studies during the period of 2019 to 2021 and then the Department would be in a much stronger position.

8.4
Key Performance Indicator

Key performance indicators for teaching (TPI) is monitored through students' teachers' evaluation system. Research Performance Indicator (RPI) should be introduced in the department in a formal way.

The researches should be of such quality so that those get national and international recognition and they make contribution to socio economic development. Currently if a faculty member of the department of Architecture participates in design practice which is recognized as significant by external bodies, then this participation can be considered as equivalent to academic publication task. This, apart from the regular research and publication works done by the teachers, can be a key performance indicator for the teachers. The relevant rules for Projects as Publication system given by UGC is as follows:

> Required publications of faculty members may be substituted by projects of the following category:
>
> > Project must show significant contribution to the field of Architecture in local /international context.
> > Project published in reputed Architectural or related journal or Book
> > Awarded by national/international recognized bodies/institutions.
> However, maximum number of projects will not be more than 50% of the required number of publications.
> Concerned teacher must be the principal architect of the cited project/projects.

8.5 Stakeholders' view over Staff and Facilities

Survey Questions:

Q.01.Recruitment policy and practices are good enough for recruitment of competent academic and non-academic staff

Q.02.Salary and incentives are attractive enough to retain the academic and non-academic staff

Q.03.Good team spirit exists among different academic staff

Q.04.The entity has a performance award policy to inspire academic staff

Q.05. Performance indicators are the criteria for promotion/up-gradation

Faculty response — number of persons voted (among 16 Faculty members)

	Average		5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
	out of 5						
Q.01	4.13	Agree	5	8	3	0	0
Q.02	3.19	Undecided	2	5	4	4	1
Q.03	4.5	Strongly Agree	10	5	0	1	0
Q.04	2.13	Disagree	0	2	4	4	6
Q.05	3.06	Undecided	1	3	9	2	1

Support Staff response — number of persons voted (among 4 support staffs)

	Average		5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
	out of 5						
Q.01	4.5	Strongly Agree	2	2	0	0	0
Q.02	4	Agree	0	4	0	0	0
Q.03	4.25	Agree	1	3	0	0	0
Q.04	2.25	Disagree	0	0	1	3	0
Q.05	3	Undecided	0	1	2	1	0

Q.01.Recruitment policy and practices are good enough for recruitment of competent academic and non-academic staff

Q.02.Salary and incentives are attractive enough to retain the academic and non-academic staff

Q.03.Good team spirit exists among different academic staff

Q.04.The entity has a performance award policy to inspire academic staff

Q.05. Performance indicators are the criteria for promotion/up-gradation

Response comparison

	Student	Alumni	average score (out of 5) Faculty	Staff		Grand Mean	Mean response
Q.01			4.13	4.5		4.32	Agree
Q.02			3.19	4		3.6	Agree
Q.03			4.5	4.25		4.38	Agree
Q.04			2.13	2.25		2.19	Disagree
Q.05			3.06	3		3.03	Undecided

| | | | The best thing about the faculty in Department of Architecture is its spirit like a family and that is evident in Q03, but it seems that they feel much underappreciated as it shows in Q 4, 2 and 5. | Relatively the staffs feel that they are well remunerated and happy about the quality and friendliness of the colleagues. | | University needs to initiate performance award policy as both the stakeholders feel unappreciated as it shows in question no 4 and 5. However about the questions of recruitment and working environment, the stakeholders are fairly happy and good spirited themselves. About salary and incentive the responses are on the middle. | |

Survey Questions:

Q.06. A congenial atmosphere prevails to enhance professional knowledge through research and higher studies
Q.07. Academics have enough opportunity to take part in different seminar/workshop/training programs for skill development
Q.08. Non-academics have enough opportunity to take part in different training programs for skill development
Q.09. The entity has a policy to provide mentoring/continuous guidance for new academic staff
Q.10. The entity practices seminars and workshops to share knowledge and experience among the faculty member

Faculty response — number of persons voted (among 16 Faculty members)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.06	4.06	Agree	7	5	2	2	0
Q.07	3.75	Agree	4	6	4	2	0
Q.08	3	Undecided	1	4	6	4	1
Q.09	3.69	Agree	4	5	5	2	0
Q.10	3.5	Agree	3	6	3	4	0

Support Staff response — number of persons voted (among 4 support staffs)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.06	3.25	Undecided	0	1	3	0	0
Q.07	3.25	Undecided	0	1	3	0	0
Q.08	3	Undecided	0	0	4	0	0
Q.09	3.25	Undecided	0	1	3	0	0
Q.10	4	Agree	0	4	0	0	0

Q.06.A congenial atmosphere prevails to enhance professional knowledge through research and higher studies
Q.07.Academics have enough opportunity to take part in different seminar/workshop/training programs for skill development
Q.08.Non-academics have enough opportunity to take part in different training programs for skill development
Q.09.The entity has a policy to provide mentoring/continuous guidance for new academic staff
Q.10.The entity practices seminars and workshops to share knowledge and experience among the faculty member

Response comparison

	average score (out of 5)				Grand Mean	Mean response
	Student	Alumni	Faculty	Staff		
Q.06			4.06	3.25	3.66	Agree
Q.07			3.75	3.25	3.5	Agree
Q.08			3	3	3	Undecided
Q.09			3.69	3.25	3.47	Undecided
Q.10			3.5	4	3.75	Agree
			Moderate answer, bordering between "Agree" and "Undecided", but there is an undertone of a craving for more seminars and workshops within the faculty and beyond as well as for the quality of those workshops.	Staffs have similar responses like the faculty members. They are looking for more training programs for their skill development.		

9

Chapter 9

Research and Extension

The status of research in the field of Architecture (and other "creative" fields) is different from its status in many other subjects [see, for example, Architectural Research: Three Myths and One Model, 2017 by Jeremy Till, Arch-daily]. The aesthetic and artistic component of Architecture is influenced as much by knowledge gained by research as it is by intuition and other factors. Furthermore no amount of research and development guarantees that a certain design (be it an architectural design or any other kind of design) would be successful. Design faults in latest Boeing airplane or Samsung Galaxy mobile phone are proof that hundreds of millions of dollars in research and development can still end up in design failure. However, the fact remains that systematic research greatly reduces probability of design errors. The recent design faults in infrastructure design in Bangladesh (fly-overs wrongly designed) could certainly be avoided with better research. Architects, as designers have an inquisitive mind and they do research spontaneously. However this research needs to be systematic and formalized. UAP architecture department aspires to make its design practice solidly based on objective and verifiable knowledge gained by research share its knowledge and design solution with society at large through extension programs.

Standard 8-1: University must develop capacity with appropriate facilities and provisions to undertake research with national relevance and give due motivation and recognition to researchers.

Standard 8-2: University should have institutional approach to explore the possibility of corporate funding through university industry research collaboration.

Standard 8-3: University should have a system and policy to disseminate and transfer the research findings to the industry and community through extension services.

9.1

Policy and Program

***Faculty Research*:**

Teachers at UAP Department of Architecture has been doing research in various contemporary issues related to architecture and other related fields in Bangladesh and publishing their findings in national and international journals as well as presenting their papers in national and international conferences, seminars or symposiums. These fields include Architectural history theory criticism, environmental issues and sustainable design, construction and building systems, human settlements and urbanism, conservation, architectural education and many others.

IEERD:

To facilitate faculty research activity, UAP has a central body to look after research related matters including funding. The Institute for Energy, Environment, Research and Development (IEERD) is a constituent research and academic institute of UAP. IEERD aims to undertake and promote research and teachings in the relevant fields. The purpose of the "Institute" is to keep pace with regional and global research of development and education in energy; which includes clean energy, increasing the energy efficiency of equipment& appliances, work on the quality of materials, environment, water resources & water management; and other related fields at the University. Currently the scope of IEERD's field of interest has expanded even further. The head of the "Institute", designated as "Director", is appointed by the Vice-Chancellor. The Director, selected from the Professors/Research Professors of UAP, is appointed for two-year terms. The administration & management of the" Institute" is vested in the Advisory Council consisting of Vice-Chancellor, Pro-Vice-Chancellor, Deans, and Head of other departments including representatives from Power and Energy Division of Ministry of Power, Energy and Mineral Resources and Planning Commission. In addition, Energy, Environment, Development and Water Resources specialists are nominated by the Syndicate from the professionals working in the related fields. The Director of the Institute acts as Member-Secretary to the Advisory Council. Director is authorized to employ members of the Institute and subordinate staff of the Institute.

Student Research:

In the Bachelor of Architecture (B. Arch) program certain senior level courses require extensive research by the students, sometimes in group and at other times by individual capacity. Most of these courses, namely final year design (thesis), fourth year design (urban and housing issues) and Seminar I and II have more than one course teachers. Therefore the students' research process is checked by at least two teachers and one teacher's comments are also scrutinized by the other teacher and vice versa. It can be called as a built in peer review mechanism.

At fourth year level a course on research methodology is offered to the students (Survey Techniques and Analytical Methods: ARCH 463). The topics covered by this course include: introduction to qualitative and quantitative research, research topic and title selection, rationale, research question and sub question formulation, literature survey, sampling, data collection methods, question design, interview, observation, FGD; data processing analysis and interpretation as well as presentation methods of research findings. As part of this course, the students conduct small scale in-campus research assignments. This course also helps the students in their design studio and other courses. This also helps them to get part time job as research assistant or filed worker in various real-life research projects.

Also at fourth year level the design studios concentrate on large scale urban issues as well as housing and human settlement issues. Students conduct large amount of field level research during the 4.1 and 4.2 design studios. Some of these findings are archived as reports, some are used for publication in journals, and all of these research findings are used in the design tasks of the respective studios. Research areas in these studios in recent times included, private sector accommodation of students' and bachelors' residential facilities in Farm gate and Rajarbazar area, housing for working ladies, serviced apartments, housing for workers at Karwan Bazar whole sale market etc.

Two other courses (Seminar I and Seminar II), involve the students in systematic research work with special emphasis on referencing and data analysis and presentation.

Furthermore, the final year the Design thesis course (12 credits) and its parallel course dissertation involve elaborate research work. These research outcomes are archived as thesis reports in the central library.

Following is a sample list of topics on which research was conducted under the course named Seminar I:

National assembly building: Security as design challenge,
Understanding democracy, Through the eyes of common people, Addressing contexuality
Nagar Bhaban: Landscape planning, public accessibility, Formal expression
High Court: Landscape planning, public accessibility, Formal expression
Public Library: Landscape planning, public accessibility, Formal expression
National Museum: Landscape planning, public accessibility, Formal expression

Award and Public presentation:

Mostly the studio research works of fourth year has been publicly displayed and communicated with mass people whenever possible.

"Root-canal: Re- integrating canals with the fabrics of Urban Dhaka. The feasibility of mega-infrastructural development project on the Kutubkhali canal. " Presented at Dhaka South City Corporation. Related Project Engineers, Project Director, Chief Engineer of "Mega Infrastructure Development of Jatrabari Khal" was present. Srijon Barua, Udday Shankur Dutta and Enam Rabbi Adnan were present as UAP faculties.

"Post Infrastructural Urbanism: Transit oriented development. MRT6 Corridor TOD zone interface & edge condition"
Exhibited at Smart City Innovation Hub , Bangabandhu Novo Theater

"Cultural Corridor Shahbagh"
Exhibition: Smart City Innovation Hub, Bangabandhu Novo Theater
Award: Criteria - Upcoming innovation concept: Restoration of A historically important area

Notable Research and Documentations:

Condition survey and Documentation of Paharpur,
    National consultant: Dr. A Sayeed M Ahmed,
    Research assistant: Nawrose Fatemi
    Documentation assistance: students of Architecture UAP
    Finance: UNESCO
"Bungalow, influence of a Bengal hut in global scenario"
Europe South Asia Maritime Heritage Project,
Research and visual documentary
    Prof. Dr. Abu Sayeed
    Masrur Mamun Hossain
    Dr. Momen Choudhury
    Collaboration:
    University of Asia Pacific
    University of Dhaka
    Six other universities from India, Portugal, France, UK, Nederland
Architectural documentation of Wari Boteswar
    Collaboration: Department of Archaeology,
    Jahangir Nagar University
Documentation under conservation course:
    Nimtali Deuri
    Bara Sarder Bari,Sonar Gaon
    Musa Khan Mosque, Dhaka University
    Tomb of Colombo Shahib, Wari Cemetery
    Madhur Kanteen, Dhaka University

9.2
Fund and Facilities

To promote research, the Institute for Energy, Environment, Research and Development
(IEERD) provides funding. IEERD is a central research and academic institute responsible for
disbursement of funding to academicians of various departments of UAP.IEERD has provision for
funding of the following research expenditures:
    Publication charge for publishing research article in reputed journals.

Registration fee, transportation and accommodation cost for presenting research outcomes in national and international conference/symposium/workshop/seminar/meeting.

Expenses for conducting Research works at UAP.

In every fiscal year, each faculty can be allotted a maximum budget of taka forty thousand, which can be used for paying the aforementioned expenses.

It is the responsibility of IEERD to cater to the fund requirements of UAP for carrying out research works. In the last fiscal year (2016-17), IEERD had a total budget of taka fifty lac. For funding research projects, which involves significant cost, a faculty or a group of faculties with a valid research proposal can apply to IEERD. For funding these projects, there is no stated floor or ceiling on how much to allocate for each faculty or each department.

Apart from IEERD, the university authorities, both at central level and department level are always very cooperative to facilitate researchers, be it in the form of providing fund for purchasing equipment or software or in any other way. Apart from the IEERD fund, other funds, such as development funds can be channeled in cases like the above mentioned case, namely procurement of equipment of software etc.

Noted funding for seminar presentation/ attendance in recent times:

University of Asia Pacific has special fund administered by the Vice Chancellor for attending national/ international seminar/conferences. Such fund gives coverage to the registration cost and full/ partial cost of travelling (airfare). The fund was obtained by, Naushad Ehsanul Haque, Nabanita Islam, Nawrose Fatemi, Zareen Habiba Islam, Enam Rabbi Adnan, Srijon Barua and Udday Dutta during the annual period of 2015-17.

Fund Collection procedure:

As mentioned earlier, IEERD, constituent research and academic institute of UAP, is responsible for providing funds to carry out the research activities. To avail funds from IEERD, a faculty has to

apply towards the Director of the institute. Upon receiving the application, a scrutinizing committee reviews the proposal carefully. If the application fulfills the expectation, the scrutinizing committee recommends for approval and forwards the application to the advisory committee. Advisory committee makes a final review of the research proposal. If the head and the members of the committee are satisfied, they grant the financial assistance.

To secure financial assistance for training, seminar or workshop from the departmental facility, the researcher has to apply to the Head of the Department. Upon receiving the application, the Head reviews the research proposal and recommends for approval to the Office of the Registrar. Whenever applicable, the Office of the Registrar makes an evaluation of the proposal and grants the application for funding.

9.3
Dissemination of Research Findings

The faculty members have published their research findings in various national and international journals. They have presented their papers in different conferences and symposiums both nationally and internationally. They have also published books based on their works. UAP department of Architecture aspires to publish its own journal in future.

Noted publications:

Ahmed, Abu Sayeed M, (2016). "Unfolding the Past: Conservation of Boro Sardar Bari at Sonargaon" Published by Youngone Corporation.

Fatemi, M. N & Islam, N. (2016): Bridging the Gap between "Theory" and Practice: Role of Institutes in Furthering Awareness of Sustainability among Architects in Bangladesh, International Journal of Architecture, Engineering and Construction, Vol 5, No 4, December 2016, 217-225, http://www.iasdm.org/journals/index.php/ijaec/issue/archive

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9.4 Stakeholders' view over Research and Extension

Students' response
number of persons voted (among 115 students)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	3.04	Undecided	4	36	42	27	6
Q.02	3.19	Undecided	4	47	37	21	6
Q.04	2.77	Undecided	3	25	41	34	12

Alumni response
number of persons voted (among 124 Alumni)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	3.22	Undecided	12	44	34	27	7
Q.02	3.25	Undecided	10	52	27	29	6
Q.04	3.06	Undecided	13	30	42	30	9

Q.01.The entity has a well-defined research and development policy
Q.02. Mechanism exists for engaging the students in research and development
Q.03.Teachers always take initiative to hunt research fund for smooth running of the research
Q.04.The entity has a community service policy

Faculty response — number of persons voted (among 16 Faculty members)

	Average	5	4	3	2	1
	out of 5	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	2.63 Undecided	1	2	5	6	2
Q.02	2.56 Undecided	0	3	4	8	1
Q.03	2.38 Disagree	0	1	7	5	3
Q.04	2.25 Disagree	0	2	5	4	5

Response comparison

	Student	Alumni	Faculty	Staff	Grand Mean	Mean response
	average score (out of 5)					
Q.01	3.04	3.22	2.63		2.96	Undecided
Q.02	3.19	3.25	2.56		3	Undecided
Q.03			2.38		2.38	Disagree
Q.04	2.77	3.06	2.25		2.69	Undecided

In micro level every architectural design work starts with preliminary researches and implicating the research into tangible built forms. In senior classes few courses as well as the final thesis focus much on research findings. Therefore students and alumni are not that unsatisfied like the faculty in questions of research and extension. Interestingly students and alumni are quite divided on community service policies. Perhaps the department should review whether something went missing on the process.

On the contrary the faculty members are mostly unhappy about the issues concerning research and development. The policies are much in question here. The overall teaching load of the teachers as well as the weightage on "Knowledge dissemination" in respect to "Knowledge production" might be the key factors behind such reactions

Chapter 10

Process Management & Continuous Improvement

Continuous Improvement and sustained quality assurance process is described in the SA manual in the following manner:

> *"Quality assurance system refers to a set of administrative and procedural activities with systematic assessment in respect of standard, feedback, remedial measures and monitoring. The total system is focused on process output, which refers to quality in education and achievement of objectives. Several interventions are needed to assure internal quality and continuous improvement, which includes faculty development, external evaluation, linking program with corporate world, adopting good practices and developing quality culture in all walks of academic management. The processes by which QA activities will be executed and quality in education will be assured must be in place, properly managed, periodically reviewed, evaluated and updated for continuous improvement. Top management of the university should have commitment for developing quality culture which recognizes the importance of quality assurance in practice."*

Standard 9-1: University or the entity must have internal quality assurance system with set policies and procedures for quality assurance.

Standard 9-2: The University or the entity conducts self-assessment following a cycle, develops strategic plan, identifies the limitations to implement the plan and adopts corrective measures for attainment of desired quality.

Standard 9-3: The University or the entity continually and systematically review the effectiveness of the procedures to meet the objectives.

10.1

Self-Assessment: in Perspective

In its two decades of existence the Department of Architecture of UAP went through the decision cycle (Problem > Assessment > Decision > Intervention > Monitoring > Next cycle) numerous times. The process of self-assessment is not completely new to the department. The head, dean and senior teachers always monitored and assessed the academic operations and performances in the department. We had external peer review opportunities in various courses of the program and there were occasional external peer review of the whole program itself by various bodies. However, during this SA process initiated by HEQEP, the Department had a new realization regarding comprehensive and systematic program wide self-assessment. Various numerous data coming out of the SA surveys are discussed all over this report. Here we would shed a little light about the SA process itself at the Department of Architecture.

Firstly, there was an initial hesitation among teachers and students regarding participation in this process. They were not sure about what this process is and what was to be achieved through this. It was understood that the outcome based education system was most effective for engineering or similar subjects and people had an idea that creative subjects like Architecture or Art could not be bound inside a quantitative framework of SA system. However, as the months passed by, the members of the faculty and administration gradually realized that they can use this SA system in their own way for the betterment of the Department.

Another point is that the Department had very good collegial interaction among teachers and also very friendly and interactive relationship with students. The flip side of this relaxed and positive atmosphere was that, although most of the administrative actions followed strictly according to written policies and procedural instructions and strategies, some decisions or directives were given verbally and there was no need for written documents. Everything was done in good spirit & faith and in some cases formal paperwork was seen as unnecessary bureaucracy. This view also changes over time.

The current SA process also helped in synchronizing the different efforts of various members of the Department, be it teachers or administrative officials. The teachers in a creative subject like architecture are highly creative themselves and everyone wanted to do "good" for the Department in his or her own way. Even though the Head of the Department always made sure that there is reasonable amount of synchronization among the teachers, the current SA activities and the series of workshops held under it, took the synchronization process to new heights.

The vital external peer review component of the current self-assessment process has added a new dimension of rigor into the whole process. Previously many small scale assessment and improvement initiative was carried out by the Department, but it is always difficult for a body to judge the effectiveness of its own actions all by itself.

The Department is determined to take this self-assessment process seriously and sincerely and would carry through the process for the coming years. The Department wants to make this quality assurance process a part of its culture.

Weekly Self-Assessment meeting

The activities of the SAC like different workshops have kindled a culture of synchronizing various individual efforts and more focused development oriented planning. For that matter the Department has decided to meet every week for two hours in a designated classroom (room 901) in the form of so called "Brown Bag Sessions". This meeting schedule for every Thursday from 1pm to 3pm during lunch time and is put into academic routine along with the class schedule. The agenda of this meeting varies from the current studio and semester situations to broader discussion about architectural pedagogy. Though the undertone is informal, but the discussions are quite serious in topic and mode. However no formal meeting minutes are maintained.

The Informal Practice:

As mentioned several times, the education of Architecture is heavily dependent on design studios which require long working hour for both students and teachers and many times exceeds the stipulated studio hours to late at night. Such long engagement also has an additional benefit as students become quite free and friendly. These informal meetings are good sources to understand students' needs and complains. Besides that, the Head of the Department occasionally sits with the students to have conversation on various issues. These issues are later discussed in faculty meetings and many local decisions are taken on the basis of those peer remarks. These could be personal (like contacting guardians about an irregular student or counseling one to one with a student in need) or remedial (like offering additional design sessions for failing students or keep notes for next advising session during next registration window) or inspirational (like arranging special workshop or focused study trip) or even rewarding (like launching closed competitions for students with awards). Often the Vice-Chancellor himself calls for meeting with class representatives of all classes to have casual discussions.

10.2

**Samples of
Quality Assurance Mechanism in Place:**

As part of sustained quality assurance process, the Department has a number of mechanisms (policies etc.) in place. The following are some examples (some of these were discussed in part in other chapters; here a bit of it is repeated as part of quality enhancement process):

Admission Policy: DoA follows well defined admission criteria for B.Arch. program which include performances in various custom designed parts of the admission test, the rigorous admission procedure is comprised of 1) Written test, 2) VIVA-VOCE conducted by a board consisting of faculty members. The newly admitted students and parents/guardians are welcomed and UAP introduced by the central authority through a grand orientation session. Following central orientation students participate in another orientation session in their respective department organized and presented by the faculty members. Students are provided with clear understanding about their responsibilities as students and policies & rules regarding all necessary issues presented by faculties.

Question Moderation Policy: An internal Question Moderation Committee comprising five members from different specialization headed by a Convener follows stringent guidelines for moderation of question papers. The guidelines are based on Bloom's taxonomy and are applied in assessing each question paper. The Convener of the Moderation Committee holds the responsibility to expedite the moderation process and ensure that guidelines and standards are met. All the faculty members are notified through mails to send soft or hard copy of the question paper by a stipulated date. Question papers are distributed by the Convener among the moderators according to their specialty and requested to return by a designated deadline after moderation. The moderated question papers are then returned to respective course teachers to make necessary corrections if any. After receiving the corrected question papers moderators once again check and return to the course teachers or to the Convener of Examinations.

The examiners and moderators are also required to submit separate templates to the Convener, Moderation Committee, along with the finalized question papers. The following factors are ensured by the moderators which lead to the consistency of fair assessment of students.

1) Linkages between Learning Outcomes (LO) and questions

2) Coverage of materials included in the course curriculum

3) Appropriateness of question according to the standard of the course level

4) Adherence to prescribed question format by the examiner.

5) Identification of grammatical errors or spelling mistakes

6) Appropriateness of marks distribution

7) Total marks add up to the percentage required for Mid-term or Final examination.

This uniformity leads to consistency of final assessment of students from level to level and promotes bloom's taxonomy among teachers for fair judgments of the course.

Examination Policy: UAP strives to maintain strict discipline in the examinations. The offences and punishments are clearly stated in the front and back of each answer script so that students are aware of the consequences of any offense or misconduct. DoA has taken some additional measures, to further facilitate smooth conduct of examinations. The Examination Committee arranges seat plan for all the exams in such a way that students from same batch or any particular course do not sit adjacent to each other. Further, the committee circulates roster amongst the faculty members of invigilation well ahead of examination date. The Examinations Committee devised a set of guidelines for invigilation which is practiced regularly and also monitored by the Convener of Examinations.

Evaluation Policy: Towards the end of every semester, students evaluate each and every course instructor on-line by filling up a structured questionnaire; providing information on teaching methods and evaluation process of a particular course and respective faculty member. The advisors of each and every batch along with the course instructors remind the students to participate in the evaluation process. Admit cards for

the final examination are not issued unless and until the evaluation forms are completed on-line.

Guidelines for checking answer scripts have been developed by the Examination Committee, which is followed by the examiner. Scrutiny is done by following the standard of the templates developed (keeping the UGC standard in mind) by the department. The results submission administered by automation procedure adheres to strict deadline set by central authority.

10.3

Continuation of the Quality Culture:

Self-assessment works as a foundation for any university or entity to develop strategic plan, identify loopholes, take corrective measures and implement plans. In the process of quality improvement Self- Assessment has the most crucial role to play as a guideline and to pave the way to overall enhancement in the continuous improvement endeavor. Self-Assessment has been a preeminent general issue for the university and for the department in particular. As a step towards continuous assessment, the University has formed a body named Strategic Planning Committee (SPC) consisting of 21 members from the pool of Board of Trustees. The committee holds meeting every month to assess, explore, and expedite strategies to keep up with the challenges of the industry. All the departments of the university are bound to submit any developed strategies, ideas and thoughts to this committee for approval. Upon approval of SPC, respective department acquires the authority to implement developed strategy (s) for improvement of the department.

From the beginning of the formation of SAC, till-date the Department of Architecture has been arranging workshops, seminars, and discussion sessions on Outcome Based Education (O.B.E), Self-Assessment (SA) and quality assurance improvement issues. To ensure quality of teaching and learning environment, the IQAC and DoA organizes workshops for academicians, non-

academic staff. After approval of SAR by the Peer Review Panel the path to improvement and concrete direction towards enhancement of the program will be underway. DoA will share the findings and feedback of the Peer Review Panel with faculty members and explain the justifications for different steps that will be imminent for the continuous improvement of the program. A systematic review approach at a regular interval will be implemented to evaluate the success of the program.

To motivate and establish the need for continuous quality improvement, Team Building Workshops and Seminars will be administered for academic and nonacademic staff. The Curriculum Committee is working in tandem to find out a unique foothold on the way how architecture had been taught in last half century. Updating the architectural pedagogical mode has become a burning issue all over the world and new, interesting but untested ideas are sprouting. The SAC activities have rekindled the issue and which has been a topic on the table has found a way to become formalized agenda. The SA committee hopes the dice will keep rolling even after the current phase ends.

10.4

Improvement Plan

Upon review by the Peer Review Panel, Department of Architecture will prepare improvement plan and incorporate future strategies based on SAR and suggestions offered by the panel. The findings based on secondary information, experiences, observation, and survey results will pave the way to meet continuous improvement process. The stakeholder's feedback will also help to pinpoint the areas where much attention is needed.

The description of improvement areas, initiatives needed to ensure and enhance quality education will be part of the Improvement Plan. The entity must acknowledge and understand that though this improvement plan will be the final part of this SAR activity, but quality assurance is a continuous process like a spiral and all parties involved must engage, contribute and appreciate the outcome of this valuable venture.

10.7 Stakeholders' view over
Process Management and continuous Improvement

Survey Questions:

Q.01.The entity always acts in compliance with the decision of the university regarding continuous quality improvement
Q.02.The entity embraces the spirit of continual quality improvement
Q.03. Academic programs are reviewed by the entity for the enhancement students' learning]
Q.04.The entity ensures a usual practice for students'/ Alumni's feedback as a culture

Faculty response — number of persons voted (among 16 Faculty members)

	Average		5	4	3	2	1
	out of 5		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Q.01	3.94	Agree	2	11	3	0	0
Q.02	4.19	Agree	5	9	2	0	0
Q.03	4	Agree	6	5	4	1	0
Q.04	2.88	Undecided	0	5	5	5	1

Response comparison

	average score (out of 5)				Grand Mean	Mean response
	Student	Alumni	Faculty	Staff		
Q.01			3.94		3.94	Agree
Q.02			4.19		4.19	Agree
Q.03			4		4	Agree
Q.04			2.88		2.88	Undecided

Faculty members are always on favor of continuous quality enhancement (Q.2) and they have been doing that for long (Q.3); but those were done in rather casual manner with lots of good intensions. Things need to be more structured and well documented and they agree to change the culture by including other stakeholders' view points, which is currently relatively poor in their opinion.
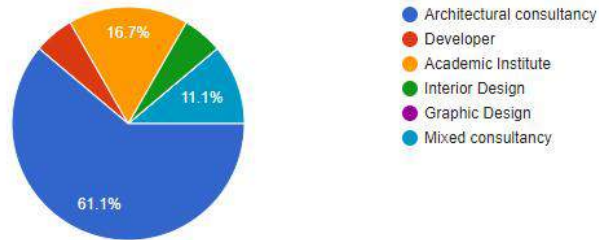
Chapter 11

Evaluation of the Graduates by the Employers

Type of office

18 responses

- Architectural consultancy
- Developer
- Academic Institute
- Interior Design
- Graphic Design
- Mixed consultancy
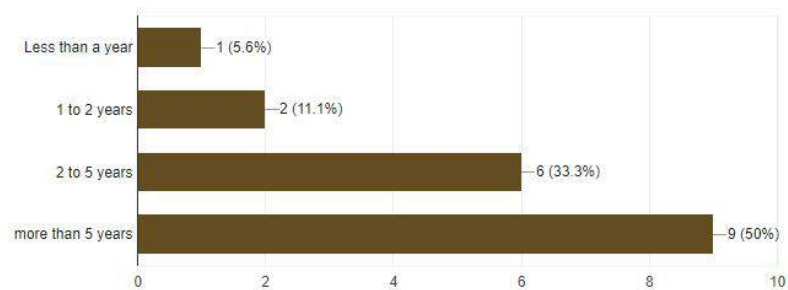
61.1%
16.7%
11.1%

When you recruit a new employee (in a post where a UAP graduate can apply) in your office, what kind of prior experience do you want?

18 responses

- Highly Experienced
- Experience for few years
- Fresh
- Cannot be generalised

50%
22.2%
27.8%
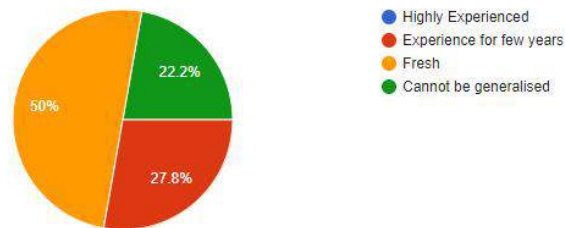
How long UAP graduates are involved with you/your organization?

18 responses

Less than a year	1 (5.6%)
1 to 2 years	2 (11.1%)
2 to 5 years	6 (33.3%)
more than 5 years	9 (50%)

Job Knowledge (Architectural design capacity in general)

Legend: ■ Quality required for entry level recruitment (what you wa... ■ Quality found in UAP graduate(s) (what you got)

	excellent (5 points)	very good (4 points)	good (3 points)	minimum (2 points)
Quality required	2	10	6	0
Quality found	3	4	7	4

Job Knowledge (Technical drawing and drafting capacity)

Legend: ■ Quality required for entry level recruitment (what you wa... ■ Quality found in UAP graduate(s) (what you got)

	excellent (5 points)	very good (4 points)	good (3 points)	minimum (2 points)
Quality required	4	7	7	0
Quality found	3	4	6	5

Job Knowledge (construction details, making and technical parts of architecture)

Legend: Quality required for entry level recruitment (what you wa... — blue; Quality found in UAP graduate(s) (what you got) — red

	excellent (5 points)	very good (4 points)	good (3 points)	minimum (2 points)	not an issue in this case (1 point)
Quality required (blue)	1	4	11	2	0
Quality found (red)	2	2	6	6	2

Job Knowledge (supervision and site management)

Legend: Quality required for entry level recruitment (what you wa... — blue; Quality found in UAP graduate(s) (what you got) — red

	excellent (5 points)	very good (4 points)	good (3 points)	minimum (2 points)	not an issue in this case (1 point)
Quality required (blue)	0	5	11	0	2
Quality found (red)	1	5	4	5	3
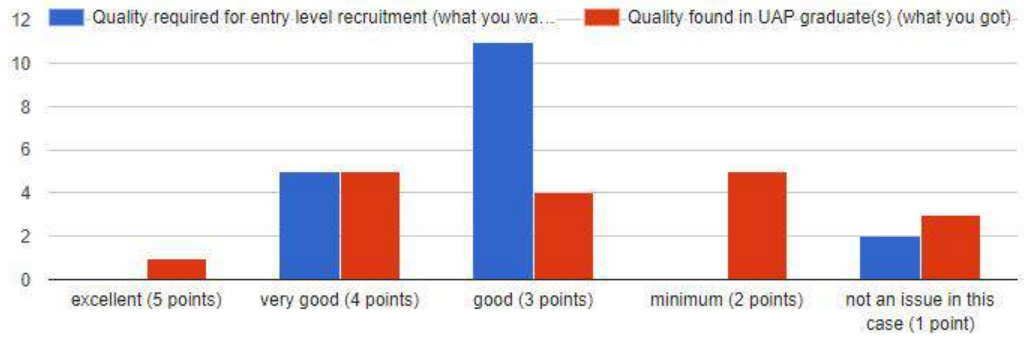
IT Knowledge (design and drafting software)
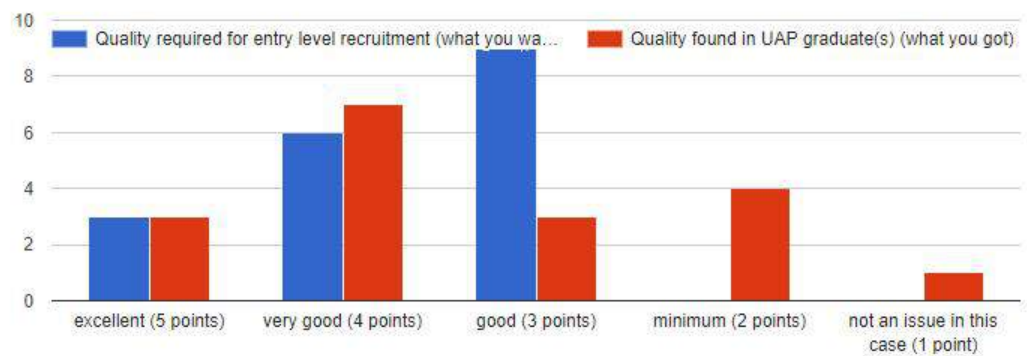
IT Knowledge (presentation software)

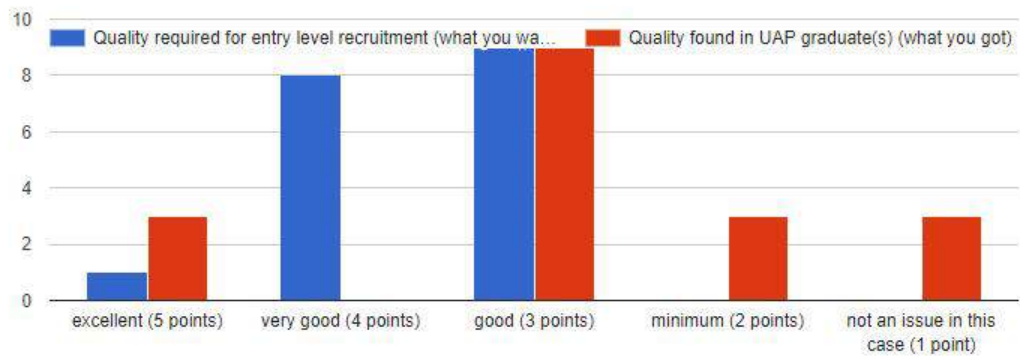## innovative Knowledge (conceptual capacity and freshness of ideas)

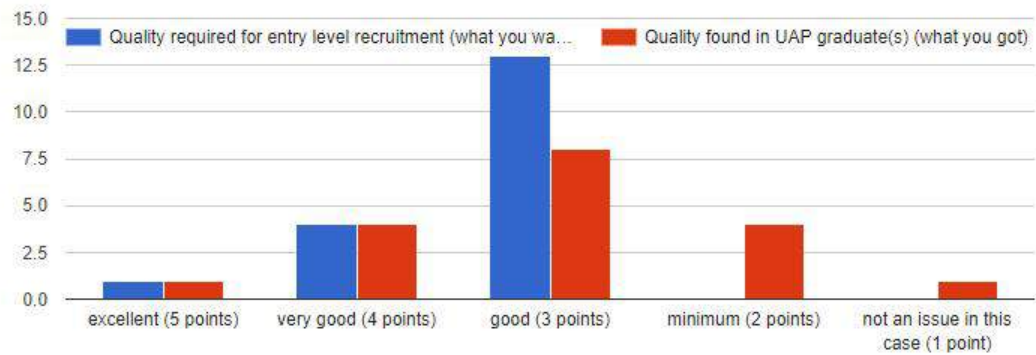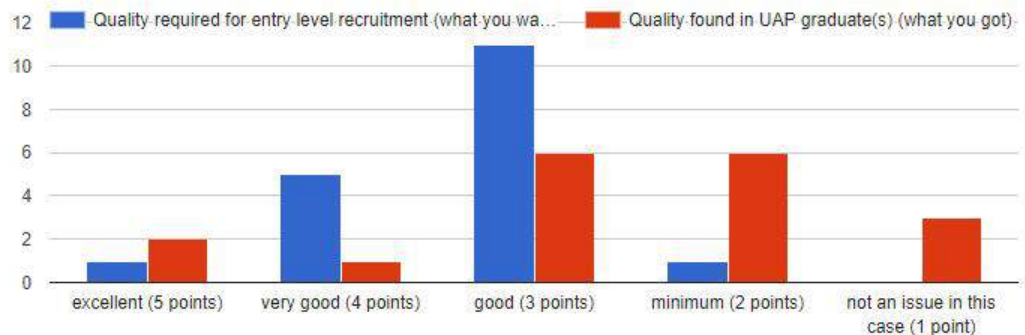## innovative Knowledge (quick problem solving capacity)
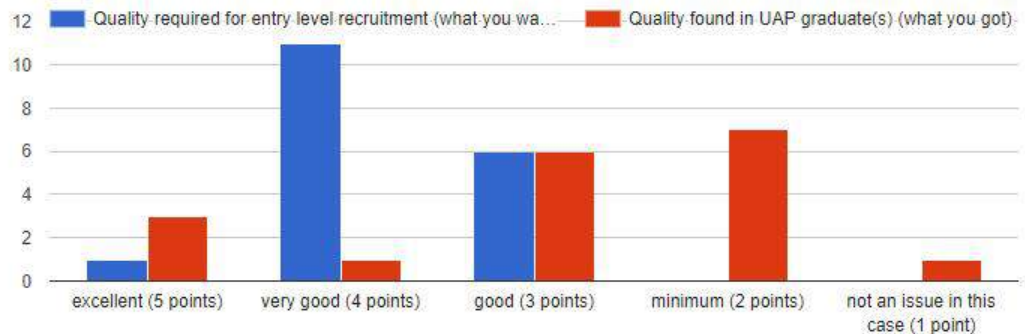
Oral communication (in presentations and discussions)

Oral communication (with workers, contractors etc or during supervision jobs)

written communication (conceptual writing, technical office chores, documentation etc)
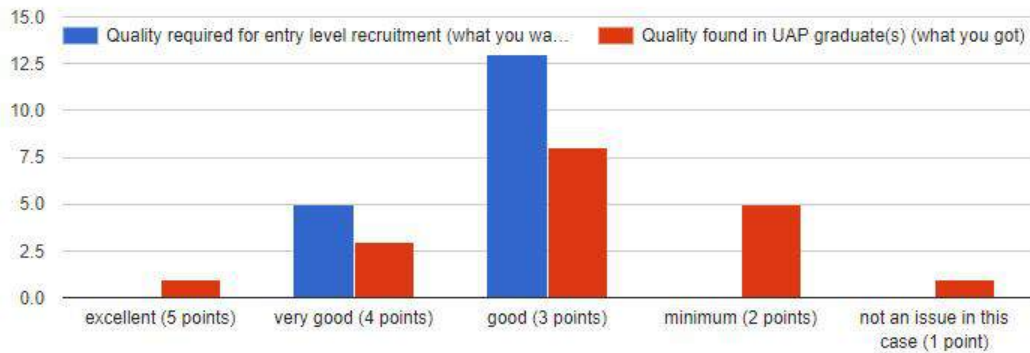

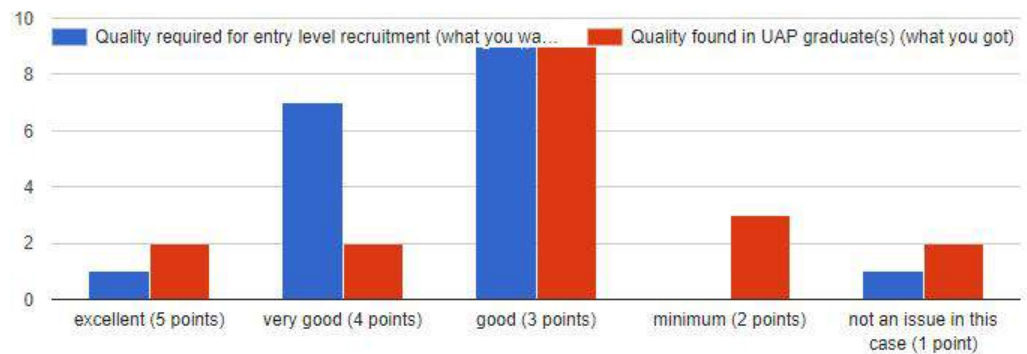## Presentation Skills (visual presentations)

Ability to work in Teams

Leadership

Empathy

Ability to Motivate Others

Reliability

Appreciation of Ethical Values

Adaptability

Legend: Quality required for entry level recruitment (what you wa... | Quality found in UAP graduate(s) (what you got)

excellent (5 points) · very good (4 points) · good (3 points) · minimum (2 points)

Type 4 : Work Skills

Time Management

Legend: Quality required for entry level recruitment (what you wa... | Quality found in UAP graduate(s) (what you got)

excellent (5 points) · very good (4 points) · good (3 points) · minimum (2 points) · not an issue in this case (1 point)

Judgement

Problem formulation, solving and decision making skills

Collecting and analyzing appropriate data

Legend:
- Quality required for entry level recruitment (what you wa...)
- Quality found in UAP graduate(s) (what you got)

Categories: excellent (5 points), very good (4 points), good (3 points), minimum (2 points)

Ability to link theory to Practice

Legend:
- Quality required for entry level recruitment (what you wa...)
- Quality found in UAP graduate(s) (what you got)

Categories: excellent (5 points), very good (4 points), good (3 points), minimum (2 points), not an issue in this case (1 point)
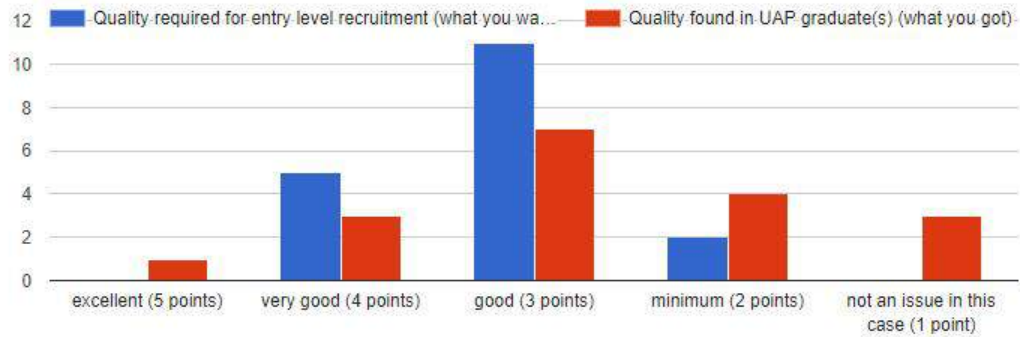
Discipline
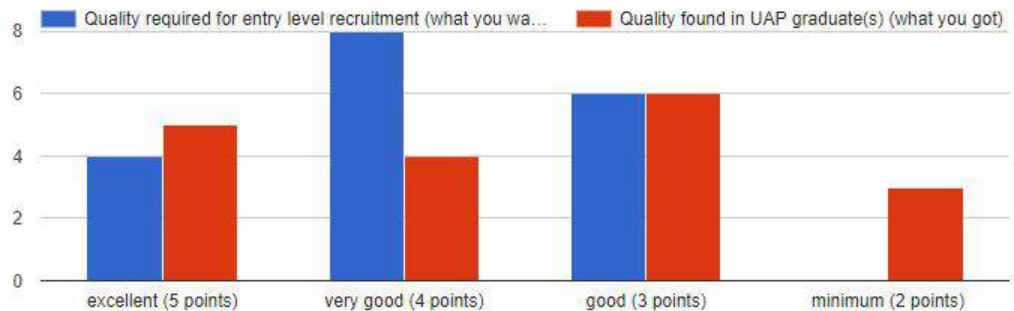
Sense of Responsibility

Chapter 12

SWOT Analysis

"Strengths, Weaknesses, Opportunities, and Threats" or "SWOT "analysis is a widely practiced method to assess an institution in a structured manner. The four elements of its 2X2 matrix considers both internal (strengths and weaknesses of the entity which can be changed over time with proper strategies) and external (opportunities and threats are external possibilities) factors. Thus a SWOT analysis can help an organization to adapt and adjust to different situations by administering applicable strategies.

The SWOT analysis of the Department of Architecture is a result of brainstorming sessions and discussions with the faculty members.

	Strength	Weakness	Opportunity	Threats
Governance	Vision, Mission, PEOs, POs and mapping is properly done. Well defined organogram Academic calendar is maintained strictly. At the program level decisions are taken in a participatory manner. The team of proctor and assistant proctors as well of harassment prevention committee's activity ensures a highly disciplined environment. At program level administration the department enjoys reasonable amount of autonomy.	Vision, Mission, PEO, PO and mapping should be more rigorously communicated to the students. Task distribution and time management is reasonable in core academic works though weak in co-curricular and other areas. Filing and such documentation not up to the mark Good intentions and initiatives of all teachers are individualistic and not synchronized Departmental administrative office is short in manpower. Peer observation and feedback system needs to be formally institutionalized	National level visibility, reputation and network of current Vice Chancellor, Pro Vice chancellor and treasurer as well as BOT members should be used to attract more highly qualified and reputed persons in different levels of administration.	Good collegial atmosphere among teachers is good at times but less formal atmosphere hampers governance and accountability Alumni feedback process is not active enough as yet. They could create negative publicity for UAP

Curriculum Content Design and Review	Course contents, assessment strategies, prerequisites, clearly stated in the curriculum.	"Optional" courses are not truly optional. Curriculum committee not yet fully productive.	There are senior teachers who were involved with UGC and IAB regarding education in local and international level, and also with higher degree in education. Their expertise can be used to review curriculum	Without revision of curriculum with inclusion of more contemporary and context based subject matters, techniques and technology, students might lag behind in job market
Student Admission, Progress and Achievements	High entry qualification ensures that minimum standard is maintained at intake level Admission test is comprehensively designed. One of the best features of the department. Each newly admitted student is assigned to an adviser who monitors his /her progress. Counseling hour is set by all faculty members.	The ratio of the intake to the candidates is not satisfactory. Depending on the timing of the admission tests (colliding with competing universities), in some season UAP get less number of good students.	Better branding about the strengths of UAP itself and department of architecture should attract more prospective students.	Other private universities have much more aggressive and smart promotional strategies

Physical Facilities				
	Permanent Campus location in transit hub	The university has indoor sport center; however it does not have its own outdoor sport field.	UAP has purchased 3 acres of land in the planned city named "Rajuk Purbachal" where	Located in extreme traffic congestion prone and chaotic commercial zone of the city
	Large number of books on architecture and related fields	No hostel facility.	The campus can provide other facilities including open field and residential facilities.	The campus location can be crime and chaos prone.
	High speed internet connection for teachers	No transportation facility		Noise pollution hampers academic processes all day long.
	Well-equipped central medical facility	Not enough "Any Purpose" free campus space for students.	New Metro station would open near the current permanent campus in foreseeable future.	
	Proper teachers zone with lounge, rooms and cubicles.	Own Departmental seminar library is being missed.		Some of the private universities have already started their operation in a permanent Campus with full-fledged facilities.
	Private sector rental housing for students (both male and female) are available nearby	Workshops need more capacity building	No competitor major private university in nearby zone. UAP has a big catchment area.	
	Ample parking facility			

| Teaching-Learning and Assessment | Outcome based interactive education with high level of formative assessment.

Fair and honest evaluation of students is carried out by the faculty members. This is ensured by strictly adhering to invigilation guideline, following prescribed format for Moderation and scrutiny.

Teachers are highly cooperative and friendly with students regarding academic matters. | The number of full time faculty members is not enough so the department depends on Some adjunct faculty members of public universities and renowned practitioners. The adjunct faculty members at times find it difficult to allocate enough time for student counseling and Guidance regarding the subject matter. | Senior most five or six teachers have long experience in teaching. Furthermore 5 more teachers are pursuing higher degrees in foreign countries. This combination of experience and higher degrees would constitute a good opportunity in future. | Some students keep on failing exams year after year. It ruins their life and brings disrepute to the institution. UAP should give more attention to this kind of internal threats. |
|---|---|---|---|---|

| Student Support Services | Vibrant and organized co and extracurricular activities inside the department.

UAP has a separate directorate named "Directorate of Student Welfare (DSW)" to Provide necessary student support. DSW is in charge of organizing co-curricular activities, personal & professional development programs and providing financial support For underprivileged students. | The alumni association of the department needs to be better organized. There lies a lack of active participation of the alumni, which is beneficial in the quality improvement process And opens the doors for internship and job opportunities for new graduates.

Club activities are not yet formalized and structured | Due to SA survey, DoA, UAP has a new revitalized connection with alumni. Have their contact numbers and social media profiles.

Travel grants and other offers from alumni and others. | Some extracurricular activities like open air concerts and rag day celebration creates disturbance in the neighborhood. This may bring disrepute to the university. |
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| Staff and Facilities | Senior teachers are highly experienced

Highly networked, award winning persons among teachers. Ex-president of IAB is dean.

Good collegial atmosphere among teachers, staff and students.

UAP has a transparent, fair, appropriate and properly documented policy for recruitment | Some senior teachers' career progress appears to have stalled

No teachers training for senior teachers

The number of fresh junior teachers is very high.

There is no sick leave policy in the service rule of UAP.

UAP has a "not so attractive" pay scale [as per survey feedback], festival bonuses, provident fund and gratuity for academic and non-academic staffs.

TA and student job opportunities should be provided. | Diverse and unique specialization of some teachers.

Three faculty members are doing PhD and two doing masters in foreign universities. They will start coming back in 2019. | No coherent Human Resource planning to retain experienced teachers as well as to coordinate the study leaves of various teachers.

Some other private universities are recruiting through talent hunt with lucrative Compensation that will lead the loss of experienced faculty members. |
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Research and Extension	UAP has a central research institute named The Institute for Energy, Environment, Research and Development (IEERD) to facilitate research & extension. The faculty members receive funds for various purposes which include basic research works, publication of articles, registration fees and conveyance for participation in national and international conferences. The faculty members have access to renowned journals through JSTOR and other portals. Students' involvement in research activities is ensured under the supervision of the faculty members.	Not enough time allocated for significant research. There are many weak students and teachers have to spend double time in teaching. Also, they have to give much time in university "development" activities. These are very good for the university but research has to suffer at least for now. Some senior members are preoccupied with administrative responsibilities. Teachers of the DoA work as designers in various works of the university (designing front plaza, backyard, designing notice board or convocation stage etc.) these duties need to be streamlined and coordinated. These eat up valuable time from research and publication.	Farm gate and adjacent area, as well as the whole city can be good research site for research on high density urban area. Verbal offers from various key persons from building industry to act jointly with the department in different research initiatives should be exploited. Once the study leave teachers come back with PhD and Master's degree the culture of research would be much more vitalized.	UAP, DoA needs to open master's degrees in near future so that research activity could be increased both by students and teachers.

Process Management and Continuous Improvement	To ensure internal quality, DoA has standard policies regarding regular academic activities, including for admission, question Moderation, examination, grading, internship and evaluation etc.	The monitoring of application of policies procedure and strategies are not strong. Culture of peer feedback and accountability is not well established.	The current momentum gained by the SA process should be maintained to achieve sustained culture of continuous improvement.	Some of the private universities are already in the process of quality improvement system which may give them first mover advantage.
Others	UAP's Reputation and prestige is not bad. Usually perceived as being within top 8 or 10 among private universities by the common public.	Many students do not pursue architectural education seriously enough. Apparently they entered architectural education without knowing how it is. They demoralize themselves and their classmates.	Faculty is highly networked. They work with Architects, artists, engineers, anthropologists, philosophers, organizers, activists etc. these networked should be used to create a unique character of the department among many architecture schools.	Can become "just another Architecture Department". Competitors are striving to get "uniqueness factor" in their Bachelor of Architecture degree.

Chapter 13

Conclusion
and
Recommendations

Summary:

A university is not only the sum total of its components: its students or teachers or the campus with buildings or the rules or regulations. It is in fact the unifying abstract idea of the institution which is the core. Te University may change buildings, teachers and students come and go and rules change. But the idea of the university remains stable. Therefore all the buildings, teachers, administrators, students, the set of rules and regulations and everything else are bound together by the identity of the university and subsequently it provides the whole package. It is a cluster of many things wrapped up by a concept.

The concept of the university is an abstract thing and it cannot self-assess itself like a person does. Therefore persons have to do the job on behalf of the university. Here the problem is no single person has seen the total face of the university as a whole or at a time. The teacher knows only the academic side of his department, the administrator only knows about the proceedings of his section. The student is busy only with his current studies. Therefore the duty of the SA committee immense: they had to make a one single big picture of the university by putting together numerous smaller snapshots collected from different branches of the institution. During this one year of SA activities, the members of the SA committee discovered that even after working many years in UAP they have hardly seen the big picture as it was visible after this process. A few weak points came out which was uncomforting, at the same time there were many more pleasant surprises also regarding how much have been achieved over the years.

The whole SA process had two distinct streams of activities: namely diagnostic and remedial streams. The diagnostic activities were the surveys and FGDs through which attempts was made to assess where the department stands regarding certain quality benchmarks. Then in remedial activities like workshops and meetings, new components (such as PEOs, Mission vs. PEO mapping, POs, LOs) were made. To sum up the whole process and present the result to the external peer review team (EPRT), this report was made. However, the end of the first phase of the SA process does not mean the end of the whole process; it is rather the beginning of a vital process of extensive quality enhancement. As part of the continuation course, the SA team, along with all the faculty members, would furnish an improvement plan based on SA findings and the feedback from the EPR team.

In a way this concluding chapter of this report is rather the introduction chapter of the next narrative. Since the making of the improvement plan is still pending, this report would end with some general recommendations. Those are as follows:

Every program has its own language, style, outlook etc. It is understandable that the SA manual was quite generic in its character. Since flexibility and autonomy was encouraged, the faculty members of B.Arch. program should rephrase parts of SA literature in their programs own language and make it truly their own.

It cannot be denied that since there was an issue of presenting the department in front of external peer reviewers there was a certain amount of conscious or unconscious "impression making" at play during writing this report. It is hoped that the improvement plan would be even more frank and pragmatic.

The department should sustain the momentum gained through one year of SA activity and turn this into a long term culture of quality enhancement.