

External Peer Review Report

Department of Architecture

University of Asia Pacific

Bangladesh

External Peer Review Team (EPRT)

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Chapter 1

1.1 Main Principles of Program Review

To enhance and ensure quality in higher education, educational institutions are required to be more responsive to the changing needs of the stakeholders. It is very important for the educational institutions to know how well they are doing and how can they do even better to meet the needs of the stakeholders. The self-assessment exercise is an effective approach to gain a clear understanding of current situation by an informative SWOT analysis. Thus, self-assessment becomes one of the core activities of credible quality assurance system. This will be followed by an External Peer Review Team's visit to the Institute and review by finding facts of self-assessment report.

1.2. List of Aspects under Review

External review is one of the internationally accepted critical component of quality assurance. A panel of expert or internationally credible QA agency (for institutional self-assessment) taking part in the process of reviewing the self-assessment of any institution or program is generally known as external peer review team (EPRT). In case of external peer review the host university invites the peer reviewers beyond the university to review the academic process as reflected in the self-assessment report. In response, the peer review team will share internationally accepted standard and good practices, their experiences and observations as the outcomes of an onsite visit and critical review. The visit by the review team gives the institution or program offering entity an opportunity to discuss and find ways of consolidating and improving the academic environment.

The nine aspects under review are:

Criteria 1: Governance

Criteria 2: Curriculum Content Design & Review

Criteria 3: Student Admission, Progress and Achievements

Criteria 4: Physical Facilities

Criteria 5: Teaching - Learning and Assessment

Criteria 6: Student Support Services

Criteria 7: Staff and Facilities

Criteria 8: Research and Extension

Criteria 9: Process Management & Continuous Improvement

1.3. The Peer Review Process

Key features of the external peer review process include:

1. Critical analysis of the Self-Assessment Report (SAR);
2. Peer observation of the key aspects of the self-assessment exercise;
3. Gathering information on activities relating to quality assurance in higher education through discussions with major stakeholders, i.e., students, faculty members, staff members, alumni, university administration and management (academic and non-academic) and employers;
4. Identifying the strengths and weaknesses of the program offering entity or the university;
5. Identifying the areas that need further improvement for quality enhancement of higher education;
6. Providing guidelines for effective quality assurance in education.

There shall be a three member external peer review team with at least one as subject expert (for program review) and at least one recognized QA expert. The peer review panel members must visit the concerned university and facilities as stated in the SA report. It will be a three-day visit under a well-structured schedule. The program offering entity under self-assessment will make the arrangement for peer review. External peer review will be based on the SA Report prepared by concerned program offering entity and other documents made available during the external peer review. Subsequently, the review panel will prepare and submit the peer review and validation report collectively to the Head of the program offering entity (in case of program self-assessment) and to the Director IQAC (in case of institutional self-assessment). The Director IQAC will place the reports in the QAC meeting and forward one copy of the report to the QAU. The sequential activities related to the external peer review process are as follows:

The Director IQAC requests PSAC to submit three sets of CVs, each set consists of three experts, to construct the external peer review team (EPRT) consisting panel members as described above. The IQAC in consultation with the concerned SAC, selects and appoint three experts, one from each set, following the World Bank guidelines for procuring services of consultants. The concerned SAC sends the SAR to the external peers at least 15 (fifteen) days before the scheduled visit so that they can go through the SAR and plan their activities earlier.

The concerned SAC shall plan and schedule the EPRT visit in consultation with the Director IQAC. The EPRT using the given checklist goes through the physical facilities, observes the class room teaching, reviews the documents made available to them during the visit, and meets the representatives of major stakeholders separately.

At the end of the peer review visit the external reviewers present their critical observations in an exit meeting that is attended by the concerned SAC, faculty members of the entity, Dean and IQAC personnel. The EPRT submits their peer review report, both soft and hard copy, to the concerned Head of the SAC and copy to Director IQAC with specific recommendations within next 03 (three) weeks of their visit.

The External Peer Review Team (EPRT) reviewed the Self-Assessment Report (SAR) that has been prepared by the Self-Assessment Committee (SAC) of the Department of Architecture, University of Asia Pacific (UAP). The team also noted that a SWOT analysis has been undertaken and that program assessment has been conducted by obtaining feedback from multiple stakeholders, in order to gauge the value and effectiveness of the program thus far, and to determine opportunities for improvement.

The site visit took place during 28th-30th January 2018. The report is compiled based on the observations, interviews and document scanning by the EPR team on various relevant aspects of the Bachelor of Degree in Architecture, Dhaka, Bangladesh.

1.4. External Peer Review Team

The team consisted of three members as follows:

Prof.Ranjith Wijayawardana

Vice Chancellor, Rajarata University of Sri Lanka, Mihinthale

Sri Lanka- Team Leader, EPRT

Prof. Dr. Mohammad Zial Haider

Prof. of Economics, Khulna University, Khulna

Quality Expert, Team Member, EPRT

Prof. Arefeen Ibrahim

Head Dept. of Architecture

American International University, Bangladesh

Subject Specialist, Team Member, EPRT

The academic audit was implemented using the following audit strategy:

Methods	Entities
Meetings	Top management (Vice Chancellor, Dean, Controller of Exams, Director of Institutional Quality Assurance Cell (IQAC), members of the academic and non-academic staff, welfare director, Undergraduate students, alumni and employers
Documents audit	Meeting/discussion notes, Sample Question Papers and Answer Scripts, Sample Thesis, etc.
Site visits	Observation of the teaching process, design studios, teaching and learning facilities, and facilities related to student support and IQAC office and facilities.

The peer review considered the national requirements as provided in the Self-Assessment Manual (SA Manual; *SAOM Annex 10*). It covered the following criteria: (1) Governance, (2) Curriculum Content, Design and Review, (3) Student Admission, Progress and Achievements, (4) Physical Facilities, (5) Teaching-Learning and Assessment, (6) Student Support Services, (7) Staff and Facilities, (8) Research and Extension, (9) Process Management and Continuous Improvement.

The EPRT visited the following facilities:

- i. Class rooms , design studios and jury hall
- ii. Computer Laboratory
- iii. Head's and Teachers Seating Rooms
- iv. Administrative Offices
- v. Conference room and new Auditorium
- vi. Library
- vii. Admission Office

The EPRT also observed the following records and documents:

- i. Syllabi
- ii. Program Objectives and Course profiles

- iii. End semester examination procedures
- iv. Minutes of Academic Coordinating Committee meeting
- v. Composition of various committees
- vi. List of Academic Staff members and their qualifications
- vii. List of publications
- viii. Sample of question papers and moderated question papers.
- ix. Continuous assessments and End semester answer scripts.
- x. Student attendance file/record
- xi. Class schedule
- xii. Evidence of extra and co-curricular activities
- xiii. Departmental brochure

Chapter 2

2.1 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 caretaker 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.

2.2. 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	Department of architecture (Arch)	B. Arch	-

School of Business	Department of Business	BBA	MBA
	Administration (BA)		EMBA
School of Engineering	Departments of Civil	B. Sc Eng. in	MCE
	Engineering (CE)	CE	
	Computer Science and	B. Sc Eng. in	MCSE
	Engineering (CSE)	CSE	
School of Medicine	Electrical and Electronic	B. Sc Eng. in	-
	Engineering (EEE)	EEE	
School of Medicine	Department of Pharmacy	B. Pharm. (Hon's)	M.S Pharm. Tech
School of Science	Department of	B.Sc (Hon's)	-
	Mathematics		
	Department of Basic		
School of Law	Sciences and Humanities		
	Department of Law and	LL.B (Hon's),	LL.M (Regular)
	Human Rights (L&HR)	LL.B (Preliminary	LL.M (Preliminary
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 researches

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

2.3 Mission and objectives of the university

2.3.1 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.

2.3.2 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.

Chapter 3

3.1 Overview of the Program offering Entity

Department of Architecture

3.1.1 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.

3.1.2 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.

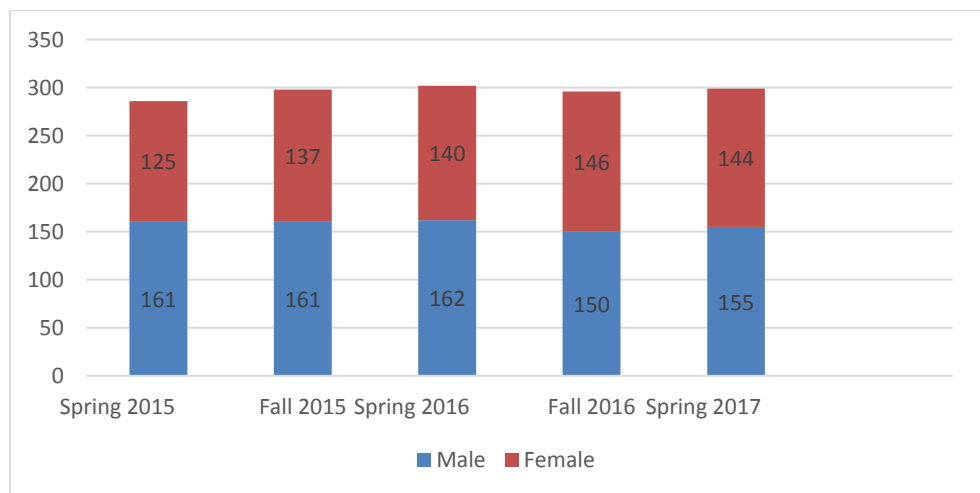
3.2 Academic programs

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.

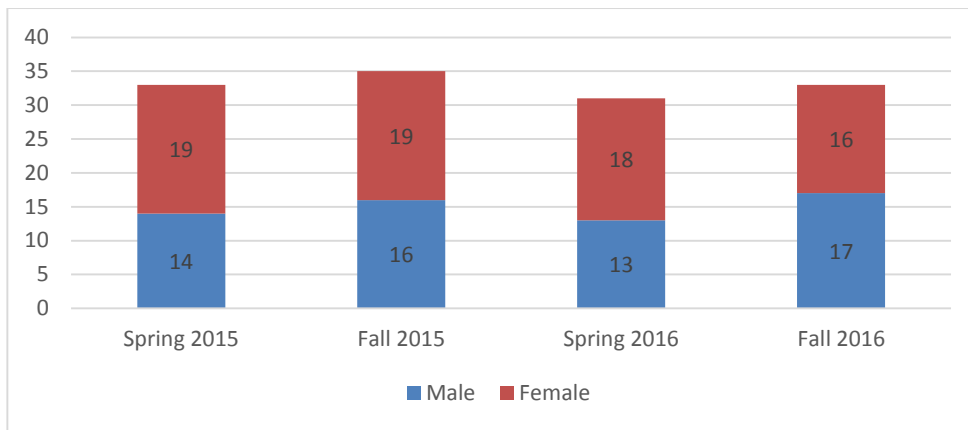
The academic program focuses both on process and outcome based teaching and learning. The studio focused learning is designed to engage students with high-end academic and professional supports. Senior renowned practitioners are involved in the teaching- learning process which creates a wider and real 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.

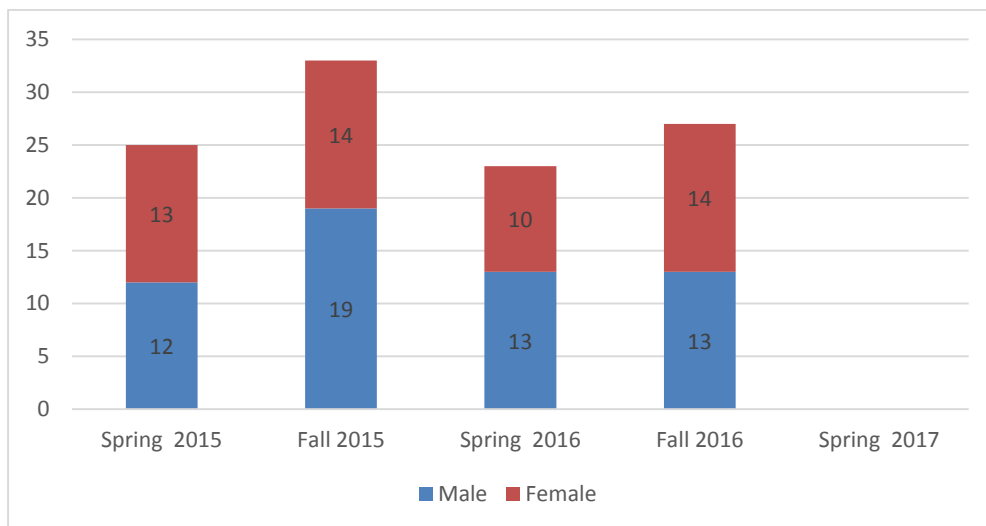
Total students in 2015 -2017



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 semesters 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.

3.3 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.
- 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 activity 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.

Chapter 4

Comments on the Aspects reviewed

1. Governance

Good practices

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. Meetings are conducted and minutes of the central level meetings are well maintained. Thus it ensures the collective decisions and transparency in its operations. The organogram which is composed of key official positions is also provides the different reporting relationships as a well-established formal organization.

Human resource policies are clearly laid down and implemented. Recruitment, training and promotions are accomplished to a satisfactory level as expected by the academics. Provident Fund, Gratuity, Festival Bonus Scheme, Life Insurance are commendable motivations for the staff. Life insurance scheme for the students is an appreciative step taken by the Administration.

The Vision-Mission-Goal of the University are in place. In line with the university mission, Department of Architecture has developed its Vision, Mission and Program Objectives and are displayed in the Department to aware the university community.

It is worthy to note that having an Academic Monitoring and Coordination Committee (AMCC) is a good initiative towards regular updates of the academic matters and is headed by Vice-chancellor and

comprised of Pro Vice-chancellor, Registrar, & Heads of Departments/ Deans of Schools and conducts its regular meetings for apprising all sorts of academic issues and arrive at essential decisions. Moreover, at the Department level, Faculty Committee, Examination Committee, and Course and Curriculum Development Committee have been appointed and functioned as necessarily. For the preparation of the annual budget it was evident that consultation of the Dean and Head of the Department is also taken place.

Very clear rules, regulations and actions are in place relevant to the students and academic disciplines. For the students, 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 Disciplinary 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 and these rules and regulations are communicated to the academics soon after recruitment.

Weaknesses

Faculty meeting is conducted weekly depending on the need arises and seems a non-formal meeting at which minutes are not kept. This will badly affect for the implementing of decisions and leads to dilemmas and noncompliance to the targets.

Suggestions for improvements

Developing a Strategic Plan for at least next five years with the consultation of Deans, Heads and other key personnel of the university. Developing Key Performance Indicators (KPIs) at the Department level and Faculty level to monitor the academic progression over the time, i.e. Teaching Performance Indicator, Research Performance Indicator and Ranking positions. It is necessary to have the Faculty Committee Meeting at least once a months as a formal meetings with the follow up minutes. At the discussions had with the academic staff it was surfaced that this profession is unique and need to develop a proper policy for staff performance evaluation aligned with their professional involvements.

2. Curriculum Design and Review

Good Practices

The first curriculum has been developed by a team of Academic of the APU and few academics of the recognized university (BUET). After this curriculum had been subjected to major changes and minor

changes at times (2003, 2008, 2011, and 2014). Until 2016, it has been a continuous process and finally it has been accredited by the Institute of Architects Bangladesh (IAB) in 2016. In the most recent curriculum revision the views of the students, Alumni, employers and teachers were taken. The Present Curriculum is semester and credit based and meets the credit requirement for a special degree. The review team observed the well communicated Program Educational Objectives (PEOs) in the Department premises and Courses profiles, ILOs and lesson plans have been developed progressively. Course Content, assessment strategies, pre-requisites etc. are clearly stated in the curriculum. Curriculum is reasonably weighted with theory, sessional and design components. Offering optional subjects was also observed as a flexible program from the student's perspective. Currently the Department is in the process of shifting from Content-based curriculum to Outcome-based curriculum and found improving. It was also evident that Curriculum is included and circulated through student's prospectus.

Weaknesses

Developing Lesson plans was an ongoing process and lesson plan was non-exist for some courses. At the initial stage, curriculum development was an informal process. Yet teaching and assessment strategies are not on par with the program objectives.

Suggestions for improvements.

According to the given class schedule and prospectus, Contact hours for many of the Design Studio courses are not as per the guideline set by IAB (1 Credit Hour for Studio/Practice = 2 Contact Hours per Week, *Pg. 13, ASIAB, 2010*). Appropriate Contact Hours for Design Studio courses should be maintained in class schedule according to accreditation standard set by IAB in Accreditation Standard of The Institute of Architects Bangladesh (ASIAB, 2010). Regular, systematic revision of curriculum is recommended for the best academic interest of the students. Teaching and assessment strategies are to be matched with the Program Learning Objectives defined and appropriate mapping to be done at the course profile levels.

3. Student entry qualification, admission progress and achievements.

Good practices

Qualifications required are on par with the UGC guidelines and total GPA requirement in SSC and HSC for the entry is 7.0. Students from science streams are eligible for admission and ensure the quality of incoming students. Further Quality of the incoming students is sufficiently maintained through a

rigorous written examination and a viva test which are prepared as appropriate to the program by the Admission Test Committee. It was also noted that there is a Credit transfer system for students from other universities and minimum GPA is bench marked (Grade B) for an accepted course. Stipulating a condition that these students need to be completed 50% of the total credit load of the program ensures the quality of the Graduates of their program. Admission test is well designed and monitored by the Admission test Committee which is appointed by the Dean. Aptitude test, Drawing ability, Creativity, English language skills and viva test are the major components of the test and there is a provisional admission arrangement for the students with weak English knowledge and added feature is that supportive English program of 72 hours (ELPS). Online admission procedure is in place for easy and prompt selection.

The review team observed the procedure adopted for monitoring the student progress and it was evident that an advisor is appointed to a group of students after registration and same mentor is facilitated throughout the academic life for the selection of courses, counselling for the academic progression, behavior guidance on par with the university rules and regulations and also for recommendation on financial assistance for needy students. Moreover academic guidance is provided by an orientation and student hand book.

The planned Orbund software for a Dossier system to monitor the student performance by the head of the Department, advisor or the student himself is also to be noted as a good initiative. Facilitating repeat examination, improvement examination for subjects with lower grades and possibility of re-examining the answer scripts are important elements in the academic program for the students' progression and to complete the degree within the due. Waiver policy on the merit performances after each semester and availability of VC's scholarship program for the less privilege students are admirable financial assistances for the students progression.

Weaknesses

Very short one day orientation program for the incoming students. Academic program is well discussed with the students and parents in details students do not know the semester GPA requirement for a pass. Registration and course fee are more or less same for a semester and these could be re visited to shape the low registration fee and course fee on the credit load. Lack of awareness of the students on the re-checking of the answer scripts is one of the drawbacks in the mentoring. Non availability of records of the meetings with, student, guardian and advisor in case of poor performances is a major laps.

Suggestions for improvements

One week orientation program with necessary awareness on the academic program, industry and the society. Student awareness program on the self-monitoring provisions in existence, for the semester wise academic program. Awareness on the information of the dossier system which is to be made available. Keeping records of the meeting with the parents in case of poor performing students, and the related backgrounds for rectifying the situations. It is also suggested hostel facilities for students to create a learning environment.

4. Physical Facilities

Good Practices

Design studio rooms are adequate for 30 students at a time and spaced with the UGC standard and there are dedicated working tables. There are 10 design rooms to house all the students for across the program. These rooms are Air Conditioned and with IT facilities and students are allowed to use these rooms beyond the schedules if vacant. The class rooms are adequate in number for the five year program and they are well equipped and air-conditioned. Computer laboratory is equipped with required number of computers and network facilities. After more than 20 years in operation, UAP has finally shifted to its own permanent campus in which the department operated in a block of building designed for the purpose. This is appreciable.

Weaknesses

Currently there is no place designated for conducting the examinations and jury hall is temporarily utilized. The review team noted that this place is frequently disturbed and also not sufficient. Nonexistence of a Proper Workshop facility with assigned Operator is missing and found to be a major laps.

Suggestions for improvements

Proper Acoustic measures to minimize the high level of sound inside the building is highly recommended on urgent basis. Spacious place is to be allocated for the examination matters. Each teacher should have a designated sufficient workspace with individual computer to work. Workshop facility to be arranged in an appropriate place.

5. Teaching-Learning and Assessment

Good Practices

It was revealed that qualified teachers are engaged in teaching. Many are leaving regularly for higher studies abroad- being accepted at reputed overseas universities. This certifies the quality of the teachers. Preparation of lesson plans in considerations to Bloom's Cognitive domain is in progress after writing the Self Evaluation report. Teachers are very cooperative and friendly with the students. IT integration also has been started to some extent. Students are very appreciative of the support they receive from their respected teachers.

It is to be noted here that students' online feedback process and a follow-up system regarding teachers' performance is in practice. Students of different years are assigned with responsibility to organize different regular activities and events (like Fresher's Reception, Project Exhibitions, Cultural programs etc.) from the Department. This is a remarkable practice and it creates belongingness in the students. Students too were found to be very enthusiastic about their assigned responsibilities.

A very good collection of Architecture books (1,074 titles) in Library. Additionally, e-books and e-journals are available. Regular study trips are organized in the Department and student exposure to the various construction sites is seemed sufficient.

Both formative and summative assessment systems are in place; formative assessment includes mid-term test, class room tests, assignments and presentation. Even attendances are given a weightage of marks. In the summative assessment, the review team observed that end semester examination is well organized with a template to be filled by the examiner on the ILOs and coverage of Bloom's cognitive domain. This examination paper is moderated by a panel of moderators and already template in place. A good transparency of assessment is the students can review there marks of the continuous assessments after assigning the marks. Releasing of the end semester results within 2 weeks is also appreciative.

Weaknesses

Currently 16 full-time teachers are engaged in the Department. As per ASIAB, Teacher: Student ratio is 1:15 in Design Studios and all the studios at UAP have around 25 students. To teach 10 Design Studios 20 teachers are required. Currently guest teachers and practicing architects are engaged on part-time basis to fill in the gap. Networking of current teachers should be meaningfully utilized for academic benefit of the students. There is no seminar library, common room and study room in the department. It was observed that students do not have direct access to select the books, further there is no learning environment in the library and it is noisy.

Suggestions for improvements

Adequate number of Full-time qualified teachers in entry, mid and senior levels should be maintained to run the program properly. Besides advising, proper warning and follow-up procedure should be introduced to help the students with poor and decreasing academic performance. Currently most of the students do the intern after finishing all the 10 studios. The Alumni and Employers suggested that for best learning from professional field and application in academic work- the internship to be taken by students after they complete their Third year.

Currently internship has a casual approach in the Department and submission of final report/certificate is done only at the end of the internship period. Internship should be regularly (weekly) monitored in Department by assigned teachers to ensure students' meaningful involvement in offices. This will ensure proper orientation to professional field to them before they enter in jobs after graduation.

The Alumni and Employers recommended the lack of adequate communication skill that exists in most of the graduates should be properly taken care of by the Department. Books in Library should be easily accessible for the students. Preventing direct access to students, for security excuses should be eliminated by taking appropriate measures. Separation of reading and discussion area for students in the library is an immediate requirement.

6. Student Support Services

Good Practices

UAP has fully understood the need of co-curricular activities and extra- curricular activities for the students. In organizing the Co-curricular activities, faculty is directly involved and for the extra-curricular activities Director of the Student Welfare is mainly involved. Meeting with the students revealed that the students are engaged with many extracurricular and co-curricular activities through clubs oriented for sports, aesthetics, social services and additional learning. Most of these clubs are centrally and interdepartmental and under the advices of an academic.

Academic counselling is well established and after the student registration each student is assigned to an academic for the guidance on course registration, course selection and academic progression. Batch counselling as other arrangement for all students to discuss their problems. It is the unique feature of the University for having a Social counselling center for students, staff, spouses and parents of the students for personal counseling and psychotherapy. Director welfare is a matured well experienced officer and under him Two deputy directors to coordinate the activities relevant to career guidance, counselling

and other student support activities. There were evidences of conducting supportive program in this regards. Students have the printing facilities and use of plotter for necessary technical documents.

Weaknesses

The university does not have a designated place for outdoor sport and as and when necessary use the playground in the proximity. UAP currently has no provision for accommodation for the students. No common room, for the students and use the jury hall for all such purposes. The faculty intervention for the community services was seemed to be ignored.

Suggestion for the improvements

Improving indoor and out -door sport activities to be improved with allocation of resources. Common room facility. Strengthening the links between the Alumni and students is also imperative for the graduate training and employability.

7. Staff and Facilities

Good Practices

Review team observed that University of Asia Pacific (UAP) has defined recruitment process and criteria specifying entry requirements for every category of academic and non-academic staffs. Architecture department of UAP has qualified academic staff with strong motivation and bonding. The faculty members are meritorious having commitment and dedication for the betterment of the department. Dean of the faculty, Head of the Department, all the academics are given a good staff rooms with necessary facilities. Academics are happy about the salaries, UPF and ETF benefits, festival bonus and the life insurance scheme. Leave availability for teachers also satisfactory and 6 months paid maternity leave is similar to the public universities. The academic are given no- pay leave for postgraduate programs and upon reporting the duty retroactive salary payment is an added advantage for such academics to ensure retention of qualified staff. Short term seminar, workshops and trainings are also arranged to improve their capacities.

Non-academic staff of the entity understands their roles as a supporting body to assist the teachers in official/academic and non-academic activities. Administrative officer, IT officers and the librarian are graduates of the relevant fields. They are also happy about the salaries and facilities available. UAP arranges life insurance for all academic & non-academic staffs and students.

Weaknesses

Annual increment of the UAP faculty members is based on several factors. Student feed-back is also taken into the consideration in increment fixation decisions. This seems a dissatisfying factor. The Administrative officers seems overloaded and it need to be supplemented. Promotional opportunities of the non-academics is seems neglected.

Suggestion for improvements

Number of senior teachers should be increased in the department, with appropriate qualifications and experiences. This is essential for quality education and research.

Even though, staff is given room facilities for their routine works, student consultations and their professional works need spacious room arrangements. Promotional scheme for the academics need to be revisited and change appropriately to the nature of the discipline and should not be based on the evaluation by students. On the other hand, staff commitment could be enhanced through a performance award policy to inspire academic and non-academic staffs. Training on pedagogy is needed for newly recruited academic staffs to improve their capacities. Peer evaluation of the teachers to be implemented and recorded for their professional development.

Promotion policy for non-academic staffs needs to be defined and implemented in the department. The department needs one more administrative staff to perform its daily activities smoothly. Non academics are ambitious to learn and train in their respective positions but opportunities are less and need to draw the attention to improve their efficiency and job commitment.

8. Research and Extension

Good Practices

Architects, as designers have an inquisitive mind and they do research spontaneously. 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. 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 was evident that the academic have published papers in their own peer reviewed journal and other international journals. The academics have participated to international conferences workshops etc. in addition to seminars they organize to provide platform for dissemination of research work, intellectual discourse and establishing network. In support of their research activities, the faculty members of UAP have access to renowned journals through JSTOR and other portals. Student research also has been encouraged through the final year dissertation.

Weaknesses

By nature of the discipline there is a less consideration towards the research both by students and staff other than the fact finding survey for the dissertation. The Department has not developed a postgraduate program which might have a research orientation. The department has some sort of collaboration which needs to be strengthened with reputed universities worldwide.

Suggestion for improvements

The starting point of the research culture to be aligned with a well-defined research programs in the undergraduate program. Then the entity might think for initiating post-graduate program for the advancement of the research involvement by the faculty. Third step would be to publish a journal by the Department inviting international flavors to enrich the contents.

It is also need to encourage the faculty for fund hunting from various sources to strengthen the research capabilities of students and staff. It is important to provide supplementary funding for Architecture students' thesis support from the university. Participation in the seminar / conferences within the country and overseas by faculty members needs serious attention.

9. Process Management & Continuous Improvement

Good Practices

The Review team understood that the department is serious about bringing quality measures and benchmarking with the best practices. In order for evaluating the present status the Architecture department has conducted SWOT analysis and identified its strengths and weaknesses. Teaching performance evaluation by the students for faculty members is already in practice in the entity and it is communicated to the staff and the Head of the department. The most outstanding improvement is the availability of standard policies regarding admission, question moderation, examination, grading, internship, evaluation etc. and both academic and non-academics are adhere to these. Competencies young staff are regularly monitored and backed by the senior staff also a fact to be noted here and university offers ILTS for newly recruited teachers once per semester. Academic Monitoring and Coordinating Committee plays an important role in the continuous improvements and meeting is conducted every month. IQAC is very active and provides relevant training and backing for the quality improvements in all aspects.

Weaknesses

Most of the activities related to the continuous improvements have been done in an ad-hoc manner before preparation of the SAR. Concerns for documentation of the work done was meagre

Suggestion for improvements

Stakeholders' opinion should be sought on a regular basis by the department and curriculum, teaching and learning process to be shaped as necessarily. The University may take initiative to review its existing policies and procedures, which are very important for better program management and QA. Follow up actions and recommendations are to be considered positively and next self-assessment could be done for better advancements in the program. The review team also would like to make a note on the need of the prominent role of IQAC in ensuring that the Architecture faculty members are well-trained and well-versed in teaching-learning, pedagogy and assessment-related matters. Current momentum gained by the self-assessment (SA) exercise should be maintained to achieve sustained culture of continuous improvement in the department. It is also important to update the web-site regularly and maintained/controlled by the Department.

Chapter 5

Concluding remarks and Specific Recommendations

University of Asia Pacific is a non- profit Organization and function under the Private University Act 1992. Bachelor of Architecture at the University of Asia Pacific has been recognized by the University Grants commission and also accredited by the Institute of Architects in 2016. The undergraduate program is well structured with design Studios, supporting sessional, subject specific theory and general education components with desirable weightages given to meet 198 credits. Self-Assessment Report was very much comprehensive on the past developments and the future directions. The Review Team would like to note that there has been a remarkable progression of the teaching and learning process and facility improvement to meet the required standard of the degree program. However, the program need further improvements in respect of delivering the curriculum using new pedagogies, and assessments suit to the modern trend of higher education. The university has understood the need of facility developments for a professionally oriented program. Even though the number senior staff is not adequate, capabilities of the present academics and commitments towards continuous improvements to be appreciated. Opportunities for the professional development to be given due consideration and involvements of research through a new postgraduate program is recommended. Meeting with the Alumni provided a good reflection on the strength of the academic program and good networking among the alumni and sharing of knowledge and experiences seemed to low comparable with the graduates of the leading public universities. This is an important area for the insights of the academics of the Department and the alumni.

Annex –10

JUDGEMENTS

Considering the judgments given for different aspects under the review, the Review Team is able to give an overall judgment of **Very Good** for the Department of Architecture, University of Asia pacific, and Bangladesh.

Aspects Reviewed	Judgment Given	Numerical Weight
Governance	Very good	4.0
Curriculum Design and Review	Very good	4.0
Physical facilities	Good	3.5
Student Admission, Progress and Achievements	Very good	4.5
Teaching Learning and Assessment	Very good	8.0
Student Support Services	Very good	4.0
Staff and Facilities	Very good	4.0
Research and Extension	Good	3.0
Process Management for Continual Improvement	Very good	4.0
Total		39.0

Final Score	Overall Judgment
0 – 15	Unsatisfactory

16-25	Poor
26-35	Good
36-45	Very Good
46-50	Excellent