

# EXTERNAL PEER REVIEW REPORT

Bachelor of Pharmacy (B. Pharm) Program

Department of Pharmacy

University of Asia Pacific



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## Chapter 1

### PRINCIPLES OF PROGRAM REVIEW

#### 1.1 Introduction

This report is based on the External Peer Review and Validation of the Self-Assessment Report (SAR) on the Bachelor of Pharmacy (B.Pharm) Degree program conducted by the Department of Pharmacy of the Faculty of Medicine, University of Asia Pacific (UAP) Dhaka, Bangladesh. The SAR was prepared by the Self-Assessment Committee (SAC) of the Department of Pharmacy. The External Peer Review was carried out from 21<sup>st</sup> to 23<sup>rd</sup>, January, 2018.

UAP has recently carried out a series of self- assessments of their undergraduate degree programs with a view to improving their quality and relevance. This exercise is being supported as a sub-project under the Higher Education Quality Enhancement Project (HEQEP) being currently implemented by the University Grants Commission of Bangladesh and financed by the World Bank. The main activity under this sub-project is to critically examine the overall learning experience of students at various departments by surveying the views of all stakeholders of the program through a comprehensive set of questionnaires that focused on the following aspects:

1. Governance
2. Curriculum design and review process
3. Student admission, progress and achievements
4. Teaching and Learning
5. Assessment of student performance
6. Physical Facilities
7. Student Support Services
8. Staff and Facilities
10. Process Management and Continuous Improvement

The SAC consisted of three members, namely, Associate Professor Irin Dewan (Chair), Assistant Professor Abu Safian (member) and Lecturer Md. Hamiduzzaman (member). They were ably guided by the Director of the Institutional Quality Assurance Cell (IQAC) of UAP, Prof. MahabubulHaque.

## **1.2 External Peer Review Process**

An External Peer Review Team (EPRT) was appointed to study the SAR, visit the Department of Pharmacy (DP), to make their own evaluation on the findings of the SAR of B. Pharm Program and to prepare a report containing their observations and suitable suggestions and recommendations. The members of the EPRT were, Prof. Dr. Nimal K. Dangalle, Sri Lanka (Foreign QA Expert), Prof. Dr. Sukumar Saha, Bangladesh (Local QA Expert) and Prof. Dr. Md Saiful Islam, Bangladesh (Subject Specialist).

Key features of the peer review process include,

- The critical analysis of the Self-Assessment Report (SAR) of the Department of Pharmacy provided by the SAC,
- Observation of teaching-learning practices of the Department
- Review of a range of academic and administrative documents including attendance record, answer scripts, question papers, students' profile, etc.
- Gathered information on activities related to quality assurance in higher education through intensive discussions with the major stakeholders including students, faculty members, alumni, non-academic staff, University administrations and top management.
- Site visit to central facilities such as Library, Medical Centre, sports facilities, canteen, transport facilities, student welfare facilities such as student advisors etc.
- Identification of strengths and weaknesses of the Faculty.
- The areas need for further improvement for quality enhancement in education.

### **Site Visit by the External Peer Review Team**

The SAC of the Department of Pharmacy in cooperation with the IQAC at UAP, organized various activities during the site visit from 21<sup>th</sup> to 23<sup>rd</sup> January, 2018. The site visits included of a number of meetings with various stakeholders across the University. The EPRT had close interaction with Vice Chancellor, Pro-Vice Chancellor, Treasurer, Head of the Department, SAC, Director of Students Welfare, Deputy Librarian, Director Research, Proctor, Alumni, Employers, Academic and non-academic staff and Students. All the meetings included open discussions, question-answer sessions, among the representatives of the stakeholders and the external peer review team members. The stakeholders were open, and engaged actively during the discussions with the team members, which greatly increased the quality of the conversations and brought useful insights as well.

EPRT noted that the SAR was based on data analyses carried out on information acquired through structured questionnaire from different stakeholders. The implicit conclusions are only drawn

based on the percentages.

EPRT had intensive discussions at the end of each day to prepare the peer review exit report and the major review findings. The team concluded the site visit and convened the wrap-up meeting, and brought out various observations with the IQAC officials, Head, SAC and other faculty members.

The EPR report and the SAR together would prepare the ground for DP to prepare an improvement plan.

### **Acknowledgements**

The external peer review team appreciates the help and initiative taken by the Department for quality assurance activities. The team is also thankful to the Director of the IQAC of University of Asia Pacific for helping the EPR team for validation of SAR of DP. EPRT extends their appreciation to the Head of the Department and the SAC team and other faculty members for their efforts and continuous support in this regard.

## CHAPTER 2

### OVERVIEW OF THE PROGRAM

#### 2.1 Brief History of the University, Faculty and the Department

The University of Asia Pacific (UAP), established in 1996 under the Private University act of 1992, is one of the first generation private universities in Bangladesh. The curriculum of UAP has been approved by the University Grants Commission (UGC) of the Government of Peoples' Republic of Bangladesh. UAP has been sponsored by the University of Asia Pacific Foundation, a non-profit and non-commercial organization based in Dhaka. The aim of the foundation is to impart high quality educational programs where next generation will be successful to be innovative, skilled and professional to cope with the demands of the world.

The vision of the University of Asia Pacific is 'to hold steadfastly its passion to do better and better in fulfilling the nations' young generations needs and aspirations for a caring and quality education in casting their future career and become a desirable destination for an identity.'

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.

At present, UAP has eight Departments of study and they offer undergraduate programs in nine disciplines and graduate programs in eight disciplines.

<b>Department</b>	<b>Bachelor's Program</b>	<b>Graduate Program</b>
<ul style="list-style-type: none"> <li>• Computer Science &amp; Engineering</li> </ul>	<ul style="list-style-type: none"> <li>➤ B.Sc. in Computer Science and Engineering</li> </ul>	<ul style="list-style-type: none"> <li>➤ Master of Computer Science</li> <li>➤ Master of Computer Science and Engineering</li> </ul>
<ul style="list-style-type: none"> <li>• Civil Engineering</li> </ul>	<ul style="list-style-type: none"> <li>➤ Civil Engineering</li> </ul>	<ul style="list-style-type: none"> <li>➤ Master of Civil Engineering</li> </ul>
<ul style="list-style-type: none"> <li>• Electrical and Electronic Engineering</li> </ul>	<ul style="list-style-type: none"> <li>➤ Electrical and Electronic Engineering</li> </ul>	
<ul style="list-style-type: none"> <li>• Business Administration</li> </ul>	<ul style="list-style-type: none"> <li>➤ Business Administration</li> </ul>	<ul style="list-style-type: none"> <li>➤ Master of Business Administration</li> <li>➤ Executive Master of Business Administration</li> </ul>
<ul style="list-style-type: none"> <li>• Architecture</li> </ul>	<ul style="list-style-type: none"> <li>➤ Architecture</li> </ul>	
<ul style="list-style-type: none"> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>➤ English</li> </ul>	<ul style="list-style-type: none"> <li>➤ Master of Arts in English</li> <li>➤ (1 Year)</li> <li>➤ Master of Arts in English</li> <li>➤ (2 Year)</li> </ul>
<ul style="list-style-type: none"> <li>• Pharmacy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pharmacy (Honors)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Master of Science in Pharmaceutical Technology (Non-Thesis)</li> <li>➤ Master of Science in Pharmaceutical Technology (Thesis)</li> </ul>
<ul style="list-style-type: none"> <li>• Basic Sciences and Humanities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Basic Sciences and Humanities</li> <li>➤ Mathematics</li> </ul>	
<ul style="list-style-type: none"> <li>• Law and Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>➤ LLB (Honors)</li> </ul>	LLM (Regular)

## **2.2 Department of Pharmacy**

A pioneering department of study of UAP, the Department of Pharmacy established in 1996, offers three study programs at present: a four year Bachelor of Pharmacy (Honors) Degree and two Masters Degree programs, namely, Master of Science in Pharmaceutical Technology (Thesis) and Master of Science in Pharmaceutical Technology (Non-Thesis).

The vision of the Department of Pharmacy is to be the preeminent institution in pharmacy education, research and practice where graduates are prepared to lead in pharmaceutical industry, academia and allied sectors at home and abroad.

The mission of the Department of Pharmacy is

- To develop competent professionals, scientists and academicians by providing the highest quality educational experience
- To foster a learning-centered, research-oriented and professionally motivated educational environment that encourages individuals to make positive contributions to the health sector
- To cultivate relationships with the key stakeholders to meet the changing needs and shape the evolving health care system
- To achieve its mission by striving for excellence in education, service and research, all directed towards enhancing health and quality of life of people

## **2.3 Bachelor of Pharmacy (Honors) Program (B. Pharm. Hons.)**

(B. Pharm. Hons.) Degree course includes theoretical courses, laboratory work, project work and intensive industrial training. This program aims at providing students with modern and broad-based education in pharmaceutical sciences and preparing them as well-trained pharmacy professionals/pharmacists to meet the needs of the Pharmacy profession as practiced all over the world. The courses of the B. Pharm (Hons.) program are offered in 4 academic sessions consisting of 8 six-monthly Semesters. Each academic session consists of 2 Semesters and each Semester consists of 14 weeks of lectures and laboratory work, 1 week of preparation period and 3 weeks of Mid-Term and Semester final examination.

The Department admits 110 students in the undergraduate and another 110 students in the graduate program in a semester. From its inception in 1996 with only 6 students enrolled in B. Pharm program it has expanded to 110 in 2017. Candidates who have an overall GPA of 8.00 in H.S.C and S.S.C are only selected to apply for admission for B. Pharm program. All of the



applicants then have to excel both in a competitive written test and an interview before being selected for admission. In spring 2016, for the B. Pharm program 389 students applied for admission and 110 were admitted after rigorous screening.

Similarly, for the Master of Science in Pharmaceutical Technology only 30 students were enrolled in 2003 when it was first introduced. But, the number has increased remarkably at present. Applicants who have a B. Pharm degree from an accredited institution only are selected for MS. Pharm Tech admission. In spring 2017 among the 180 applicants from different universities such as East West University, University of Development Alternatives and Minaret University and reputed companies where pharmacists are employed such as Beximco, Square, Incepta, General, Eskayef Bangladesh Ltd, the ACME Laboratories and ACI Limited, only 114 were eventually selected for admission in the said program.

## Chapter 3

### INTENDED LEARNING OUTCOMES OF THE PROGRAM

The Department of Pharmacy has developed with the assistance of IQAC and feedbacks from stakeholders a set of broad educational objectives (PEOs) as follows:

PEO 1: To produce pharmacy graduates with strong fundamental concepts and high technical competence in pharmaceutical sciences and technology, who shall be able to use these tools in pharmaceutical industry and/or institutes where ever necessary for success

PEO 2: To introduce skilled manpower to manage the affairs of hospital pharmacies, pharmaceutical industries, community pharmacy services, drug administration and other organizations in drug research, marketing, sales and multidisciplinary approach with highly professional and ethical attitude.

PEO 3: To uplift the research on different fields of pharmacy through generating potential knowledge pools so as to develop newer techniques of formulation, quality control and standardization of drugs.

PEO 4: To encourage the students to participate in life-long learning process for a highly productive career and to relate the concepts of Pharmaceutical Sciences towards serving the cause of the society.

#### 3.1 Intended Learning Outcomes (ILOs) of the Program

Based on these broader program educational objectives the department has developed a set of Intended Learning Outcomes of the program as follows:

1. Fundamental and Applied Knowledge
2. Technical Expertise
3. Problem Identification and Solving Skills
4. Communication Skills
5. Professionalism and Ethics
6. Leadership and Interpersonal Skills

7. Patient Care and Medication Management
8. Research and Scientific Knowhow
9. Entrepreneurship
10. Life Long Learning Skills

It is true that above 10 outcomes are comprehensive competencies that B. Pharm students should possess, they have not been presented in intended learning outcomes. The department should develop, on the basis of above competencies, a set of intended learning outcomes.

### **3.2 Graduate Profile**

Department of Pharmacy aims that its graduates will be able to mark their places in the pharmaceutical industry, academia, and allied health sectors through their skills and knowledge necessary to succeed in the 21st century. Department of Pharmacy expects that its graduates will demonstrate character, originality in everything they do, and will be equipped with essential tools with which they will be able to cope with the demanding jobs in the pharmaceutical industries. The Department also expects that the graduates will be able to work multidisciplinary teams in an industrial setting.

## Chapter 4

### Findings of the External Peer Review

#### 4.1 Governance

Governance at university encompasses the organizational structures, legislative framework and processes through which, policies and programs are developed, managed and delivered. Governance facilitates the achievement of the stated mission and objectives of the university. The University of Asia Pacific is governed through a hierarchy of bodies, namely, the Board of Trustees, Syndicate, Vice Chancellor, the Academic Council, Schools of Studies, Finance Committee, Selection Boards and such other authorities formed in accordance with the Private University Act No. 34 of 1992. These bodies include representatives from across the University.

The Board of Trustees (BoT) is the highest authority of the university which formulates policies, makes decisions and monitors implementation of the policies and decisions made. The BoT is represented by professionals, academics, alumni, donors and contributor. It is chaired by a member nominated by itself.

The Syndicate, which is the executive body of the university, consists of the members of the BoT, 11 Members of the University of Asia Pacific Foundation, and 4 representatives from the University. The Chairman of the BoT is the Chairman of the UAP Syndicate. Vice-Chancellor is an ex-officio member and Co-Chairman of the Syndicate

The UAP Academic Council is the supreme 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 from 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.

Currently UAP has seven schools comprising related disciplines and fields of study namely School of Humanities and Social Sciences, School of Business, School of Sciences, School of Environmental Sciences and Design, School of Engineering, School of Medicine and School of Law. In each school of study there is a committee of courses which is responsible for preparation of courses and syllabi and such other work as may be assigned to it by the school, the Academic Council or the university statutes.

The Finance Committee consists of Members of the UAP Foundation nominated by BoT, the Treasurer of the university and representatives of the Vice-chancellor. The committee is responsible for formulating financial and accounting guidelines and supervises and monitors all matters relating to finance.

UAP has two selection boards. 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 other 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).

**Table 4.1: Strengths and overall observations of the Governance**

Strengths and good practices	Limitations/Observations
<ul style="list-style-type: none"> <li>• The University has a well-defined organization structure and sound leadership to support and promote quality culture.</li> <li>• DP has well defined vision and mission.</li> <li>• Examinations are conducted according to the University Ordinances</li> <li>• The responsibilities of preparing the courses and the syllabi are done by a Committee of Courses comprise all members of the department and two external members.</li> <li>• The department has its own academic calendar.</li> <li>• Academic decisions are taken by the entity with fairness and transparency.</li> <li>• Academic calendar and class routine are followed strictly by the faculty members.</li> <li>• Results are published timely and as a result students are able to register for next academic semesters on time.</li> <li>• There is an updated Hand book for students</li> <li>• Students' feedback is in practice.</li> <li>• The university has a well-developed website.</li> </ul>	<ul style="list-style-type: none"> <li>• DP has no strategic plan for next 5 years with different key performance indicators (KPI) and their time frame.</li> <li>• In moderation procedure, no way to test whether the question paper can be answered within the given time, unless model answers are also prepared when the questions are being moderated.</li> <li>• Documentation process is weak.</li> <li>• The peer observation is not in practice.</li> <li>• There is no well-defined staff development policy and center in the university.</li> <li>• There is no well-defined policy for research in the university.</li> <li>• The intended learning outcomes (ILOs) of the program as well as for the courses are not clearly presented</li> </ul>

## **Scope for Improvement**

The EPRT noted that a well- established governance structure is available at UAP and it will be not difficult to implement matters related to governance in the Department of Pharmacy. An enthusiastic approach has been noted in maintaining quality assurance procedures in the university. The Academic staff is cooperative with the IQAC in implementing and maintaining quality assurance measures.

However, EPRT is of the view that the Department of Pharmacy must take following initiatives to improve governance.

- Necessary steps should be taken to develop a 5-years strategic plan in line with the university strategic plan.
- The authority should define the KPIs and it has to be monitored annually by the department and the university.
- A mechanism need to be developed to prepare the answers at the time of moderation. This will significantly help the examiner to mark question paper efficiently.
- Steps should be taken to introduce the practice of peer review. Such system should be recommended by the IQAC and approved by the BoT.

- The authority must consider establishing a staff development center for academic and non- academic staff at the university and the center should work in close collaboration with the IQAC.
- Establishment of a well-defined research system in the university is essential to enhance the research culture at the university.
- The department should take necessary steps to define the ILOs clearly.

## 4.2 Curriculum Design and Review

Curriculum refers to a well-defined and prescribed course of studies, lessons and activities, which students must complete to fulfill the requirements for acquiring the degree. It is a comprehensive document consisting of vision, mission, objectives, learning outcomes, graduate profiles, curriculum mapping, structure of the program, course schedule, teaching-learning strategy, assessment strategy, and descriptions of all courses of the program. The curriculum plays a crucial role in achieving the mission and objectives of the university including the intended learning outcomes and overall effectiveness of the programs. Curriculum design and review process include: (a) Involvement of Stakeholders, (b) Need Assessment, (c) Content & Structure (d) Defining Course Learning Outcomes (CLO), (e) Skill Development Mechanism or Strategy, and (f) Evaluation & Review (SAM, 2016).

The SAR of the Department of Pharmacy has presented a detailed chapter on curriculum contents, design and review process (pp. 47-69). EPRT noted that the Department has a document on Curriculum of the Bachelor of Pharmacy Program prepared in accordance with the above mentioned guidelines. However, some important items such as intended learning outcomes of the courses are not given in the document.

**Table 4.2: Strengths and overall observations on ‘Curriculum Content Design and Review’**

Strengths and good practices	Limitations/Observations
<ul style="list-style-type: none"> <li>• The department has a procedure for preparation and review of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Program outcomes (POs) are broadly defined and looks like exit outcomes. Program outcomes need to be redefined based on exit outcomes and</li> </ul>



<ul style="list-style-type: none"> <li>• Curriculum is optimum and exerts no pressure for the students.</li> <li>• Most of the required courses are incorporated in the syllabus and course content is at right direction.</li> <li>• In addition, allied courses are also optimally incorporated to fulfil the requirements of the program.</li> <li>• Students are provided articulated course contents in advance.</li> <li>• The inclusion of subjects such as Bangladesh Studies, Basic Mathematics and Statistics, and English is praiseworthy.</li> <li>• Industrial training program for a minimum of four (4) weeks is mandatory and it is arranged by the department.</li> <li>• Diverse teaching-learning and assessment methods are used.</li> </ul>	<p>should be linked with the vision and mission of the university.</p> <ul style="list-style-type: none"> <li>• Course outcomes are also need to be revisited based on the POs.</li> <li>• Feedback from the stake holders (alumni, employers, present students etc.) have not been incorporated for curriculum design.</li> <li>• Practicality of achieving all employability skills from all courses is questionable.</li> <li>• There is no course on IT.</li> <li>• Students are lacking in some soft skills like leadership, communication, time management, decision process etc.</li> </ul>
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### Scope for Improvement:

The EPR team noted that a group of highly qualified and motivated team is available at the DP and it will be easy for them to implement matters related to ‘curriculum content design and review’ in relation to their B. Pham Degree program. An enthusiastic environment comprising an able leadership with a vision and guidance has been noted in maintaining quality assurance procedures in the university. However, attention of the Department of Pharmacy is focused on the following suggestions that would improve the present status.

- There needs to be a clear understanding of the ILOs (Intended Learning Outcomes) and the way in which the ILO statements should be written.
- During the Curriculum revision stakeholders should be included by conducting a workshop where all stakeholders should be invited.
- The department should rethink and redesign the mapping of program outcomes and course outcomes.

- The department should consider some open elective courses for the students to develop their knowledge and skills in the field of their interest.
- The authority should define the skills development mechanisms for both undergraduate and postgraduate courses.
- Teachers should be provided with training on curriculum design & development and teaching pedagogy. This could be done on a regular basis with the establishment of a staff development center.

### **4.3 Student: Admission, Progress and Achievements**

To enter the B. Pharm degree program the candidates must have passed HSC/ 'A' Levels or recognized equivalent examination in the current or in the immediate previous year. Applicants must have Mathematics, Biology and Chemistry in HSC or equivalent examination. The total GPA required in SSC and HSC is 8.00

Registrar's office of UAP is responsible for disseminating the notice for both undergraduate and graduate admission test which is available on the website of UAP ([http://www.uap bd.edu](http://www.uap.bd.edu)). Qualified candidates can get the access of application form for admission into various undergraduate and graduate programs. Registrar office also follows another circulation through advertisements in the leading Bengali and English newspapers to inform prospective candidates. UAP maintains its transparency and fairness in admission process conducted by different department by various program. In compliance with UAP rules, Department of Pharmacy conducts admission tests for Spring and Fall Semesters each year. Test dates and time are notified on university website before the admission test. The admission test is conducted two phases: Written Test and Viva Voce.

Department of Pharmacy assigns advisor for each batch to monitor the progress of the students whether progress of the students are satisfactory or not. Advisors also help students during course registration in each semester and recommending financial assistance for needy students with/having excellent academic background to the higher authority. UAP has a waiver policy which is given on the basis of Semester GPA.

The teachers provide regular feedbacks to the students about their academic performance and progress as reported by the students as well as by the faculty members. The faculty members follow the academic calendar strictly and the results of examinations are published in time.

The employment rate of the B. Pharm graduates is almost 100 per cent. The undergraduates are quite confident about their future employment. Alumni and employers are very much confident about the knowledge and skills of the B. Pharm graduates.

**Table 4.3: Strengths and overall observations on ‘Students’ Admission, Progress and Achievements**

Strengths and Good Practices	Limitations/Observations
<ul style="list-style-type: none"> <li>• The present admission policies and procedures to enroll students are good.</li> <li>• Admission test is very fair and transparent.</li> <li>• There is policy to cater for students who are underprivileged.</li> <li>• Scholarships are offered to students who perform in their academics.</li> <li>• Students of UAP have good adaptability, resilience and level of professionalism.</li> <li>• Students’ progress is managed digitally and students can observe their progress time to time.</li> <li>• Employment rate is almost 100%.</li> <li>• Results are published on time.</li> <li>• Teacher evaluation by students is present</li> </ul>	<ul style="list-style-type: none"> <li>• Students are lacking in some soft skills like leadership, communication, time management, decision process etc.</li> </ul>

**Scope for Improvement:**

EPRT would like to make following suggestions for further improvement of the Student Admission, Progress and Achievements at Department of Pharmacy.

- Counseling of the students at the department level should be more structured and formalized.
- Formal ‘Annual Open Day’ may be introduced to brand the Department.
- Periodic parent-teacher meetings may be introduced at the department to appraise the student’s performance.

**4.4 Physical Facilities**

The Department of Pharmacy is located in a central place in Dhaka facilitating easy accessibility to all stakeholders. The physical appearance of the department provides a conducive environment for teaching and learning. University has dedicated a total of 39000 square feet area for pharmacy department.

The DP has sufficient number of spacious class rooms equipped with air conditioning, multimedia projectors, white boards and sound systems and adequate lighting. However, EPRT noted the scarcity of land (Unit land price is extremely high in Dhaka) has deprived the department from having a suitable plot of land that could be dedicated for field/practical classes.

The department possesses 9 teaching laboratories and 3 research laboratories equipped with modern and expensive instruments. The students, alumni, employers and staff and the higher authority are very much satisfied with the high quality of the laboratories.

The University has an air-conditioned central library which can accommodate 152 students at a time. A sufficient number of books on Pharmacy is available in the library. For the convenience of students, the library provides access to around 32 online journals. The Daily newspapers i.e. Daily Star, Independent, Prothom-Alo, Ittefaq and Daily Observer are available in the library for the students. A comprehensive database on library resources is available and the members of academic staff have been given the facility to access it from their homes. Wi-Fi facility is available for students although they are not well aware of it due to lack of communication.

UAP has an allocated medical service center where two certified medical doctors provide primary treatment in case of emergency of students and staffs. Student can avail medical advices free of charge.

The University has a spacious cafeteria which can accommodate 180 students and faculties at a time. Adequate staff always makes sure of their presence to serve the students. Physical appearance of the cafeteria is appealing.

UAP has an indoor sports center where facilities are available for table tennis, chess, carom etc. However, the university does not have a permanent sports ground and usually hire a sports ground for outdoor sports., UAP has procured 3 acres of land in Rajuk Purbachal of Dhaka city where campus can provide sports facilities and a gymnasium with modern facilities.

A prayer room is available, but no separate one for females.

Professors, associate professors and assistant professors sit in separate allocated rooms in Pharmacy Department. Lecturers also have separate cubicles in the faculty space. All of the faculty members use latest configurations of computers connected with printers. There are separate hygienic wash rooms allotted for both male and female teachers with adequate toiletries. Department of Pharmacy has a separate conference room in faculty space with a capacity of 30 persons for arranging various meetings.

On the basis of the information given in SAR, discussions with relevant stakeholders and observation of physical facilities available in the DP and the University, EPRT has identified following strengths/good practices and limitations in the DP:

<b>Strengths and Good Practices</b>	<b>Limitations/Observations</b>
<ul style="list-style-type: none"> <li>• The department has good facilities to conduct both theory and practical classes.</li> <li>• Wi-Fi facilities are available in the department for students.</li> <li>• There is a conference room.</li> <li>• There are nine labs covering different disciplines of Pharmacy equipped with modern instruments.</li> <li>• Labs hygienic properly maintained.</li> <li>• Basic medical and sports facilities are available for students.</li> <li>• There is a computer room for students.</li> <li>• Wash room facilities are good for both the males and females.</li> <li>• Cafeteria looks hygienic and offers food at reasonable prices.</li> <li>• Number of books on Pharmacy in the central library is almost satisfactory.</li> <li>• E-journals are available.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of separate rooms for each faculty member.</li> <li>• Lack of seating facility for non-academic staff.</li> <li>• Lack of space for group discussions.</li> <li>• There is no seminar library for the department.</li> <li>• No students common room in the department</li> <li>• Medical facilities are not well equipped</li> <li>• No prayer room for female students.</li> <li>• Hazardous chemicals are not stored properly.</li> </ul>

### **Scope for Improvement**

- Need additional classrooms for better management of the program.
- The size of the class room and the sitting arrangement for the students should be

improved considering the increasing number of students.

- The authority should arrange necessary office space for the academic and non-academic staff.
- The authority should positively consider for the establishment of a seminar library which should be located within the department.
- Wi-Fi facility need to be expanded and internet bandwidth should be improved for faster connectivity.
- Lab animal facilities should be arranged for practical and research purpose.
- Hazardous chemicals should be stored properly.
- Proper inventory of the chemical and reagents is necessary.
- Medical facilities for students need to be improved
- A prayer room female students should be arranged.
- Space should be found for a herbarium with medicinal plants.

#### **4.5 Teaching, Learning and Assessment**

Teaching learning constitute the core of education. It is the responsibility of the educational institutions to ensure effective teaching learning for quality in education. For the purpose of effective teaching learning, factors such as quality staff, appropriate teaching learning methods, use of lesson plans, technology integration, focus on higher order learning, and skill development mechanism are very critical (SAM, 2016). On the basis of the information provided in the SAR and discussions had with different stakeholders the EPRT observed the following.

The Department of Pharmacy has 27 qualified academic staff members (3 Professors, 3 Associate Professors, 10 Assistant Professors and 11 lecturers). Of them 10 are overseas qualified. Seven of them have Ph. Ds and all lecturers possess Masters Level qualifications. A large majority of the academic staff are engaged in research and have published their papers in reputed indexed journals. In addition a large number of Professors from other universities and professionals from the industry serve DP as visiting staff.

Department of Pharmacy practices direct lecture method, interactive teaching method, assignments, and laboratory based practical teaching methods for ensuring proper teaching and learnings of students successfully. The classes are interactive and students get opportunity participate and provide feedback. At the end of eight semesters, students take part in in-plant training for acquiring integrated knowledge about pharmaceutical operation before entering practice life in pharmaceutical sectors. This is a mandatory part for students to get their B. Pharm.

As all class rooms are multimedia supported at department of pharmacy, teachers and students can get the benefit of computers, multimedia, software applications etc. in daily classrooms practices. Students can present ideas through class-room presentation and faculty can use multimedia to share animated and videos of relevant course materials for better understanding. There is awell-equipped computer lab in pharmacy department to help students to integrate knowledge about presentation and assignment preparation, data analysis from lab works and other assigned works regularly.

DP has prepared a handbook on curriculum for distribution among students. It has also prepared lesson plans with details on objectives of the course, ILOs, mapping of ILOs with program outcomes, course schedules and prescribed readings.

Assessment of student performance is a systematic process of collecting, analyzing and interpreting information to determine the extent to which intended learning outcomes have been achieved. Assessment creates a basis for judgment on the performance of student. Effective and appropriate performance assessment is very important to judge the level of attainment of learning outcomes and skill development. To make the assessment procedure successful DP has disseminated among the academic staff a series of documents of instructions on question setting, moderation, and scrutinization.

<b>Strengths and Good Practices</b>	<b>Limitations/Observations</b>
<ul style="list-style-type: none"> <li>• Qualified staff runs the program smoothly.</li> <li>• Of the 27faculty members 10 have overseas postgraduate qualifications.</li> <li>• There are15 Guest faculty members from reputed public universities.</li> <li>• Classrooms are equipped with multimedia and other teaching aid.</li> <li>• Continuous assessment results are informed to the students.</li> <li>• There is students' advisor for counseling the students</li> <li>• Classes are interactive in nature as per the feedback from students and recent graduates.</li> <li>• The department has developed a format of specification for the preparation of examination questions.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher-student ratio (1:26) is not unsatisfactory.</li> <li>• There is no clear course learning outcomes included in curriculum</li> <li>• There is no provision for the professional training of the faculty members.</li> <li>• Assessment rubrics are not used.</li> <li>• Peer review process is not in practice.</li> <li>• Lab animal facilities are not available for teaching-learning and research activities.</li> <li>• There is no garden for medicinal plants.</li> </ul>

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On the basis of findings of SAR and discussions with faculties, students and alumni regarding 'Teaching-Learning and Assessment', the EPRT's view is presented in the following table.

### **Scope for Improvement**

- More attention should be given for the development and assessment of Higher Order Thinking and analytical Skills.
- Rubrics/ marking criteria should be defined for assessment to ensure objectivity in the marking. These should also relate closely to the learning outcomes of the course.
- The teacher-student ratio needs to be adjusted.

## **4.6 Student Support Services**

Student support services are to meet the personal and academic needs of the students. It contributes to the social and academic development of the students; enhance quality learning experience and educational achievement of the students by meeting their diverse needs. University of Asia Pacific always emphasizes on co-curricular activities, counseling, academic advising, personal and professional development and financial support for underprivileged students. Directorate of Students Welfare (DSW), a central body to guide and support students in this regard.

Each faculty member is assigned to a separate batch in a semester for advising students for their registration, course selection, academic progress, providing guidance and counseling in all academic related matters. Each faculty member has specific counseling hours to facilitate students learning and overcoming their weaknesses in academic matters.

Social Counseling Center (SSS) plays an important role in personal counseling, psychotherapy, and psychological and consultation of students. The Centre is working constantly to promote the psychological, educational, and social well-being of the students of UAP and to help prepare them to be productive members of society.

Although there is no separate financial support and stipend available for students from the department or the university, the university has tuition fee waiver system for the needy students. Alumni may provide assistance to arrange job fair for the graduates.



Based on the review of the SAR, discussions held with relevant stakeholders and observation of facilities available in the Department and the University, the EPRT has following strengths and limitations in student support services:

<b>Strengths and Good Practices</b>	<b>Limitations/Observations</b>
<ul style="list-style-type: none"> <li>• A Registered Alumni Association has been formed.</li> <li>• There are opportunities provided for students to engage in sports and cultural activities, including regular inter-departmental tournaments and also external sports and cultural activities.</li> <li>• Academic guidance and counseling is in practice.</li> <li>• The medical facility is equipped to support students with basic healthcare needs.</li> <li>• The interaction between students and Alumni is good.</li> <li>• The university has tuition fee waiver for all meritorious students.</li> <li>• Employers are very much willing to help students to find jobs,</li> </ul>	<ul style="list-style-type: none"> <li>• Co-curricular activities are not introduced in the curriculum.</li> </ul>

### **Scope for Improvement**

- The authority can consider including the co-curricular activities within the curriculum.
- Linkages with cooperate job market with the help of alumni and employers should be developed for the students.
- Career planning program for students should be integral part of the program of study.

### **4.7 Staff and Facilities**

The Department of Pharmacy has a well-qualified staff committed to their responsibilities. A large number of members of the academic staff has been trained in overseas universities and possess postgraduate qualifications. They are well recognized in their fields of specialization. Academic staff is being assisted by a committed administrative and support staff.

UAP has 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. The salary and incentives for staff and faculties are moderately satisfactory but could be more attractive.

EPRT noted that many members of the department are engaged in academic work in teams, in most cases senior staff involving the junior staff.

Professional staff development opportunities are moderate.

<b>Strengths and Good Practices</b>	<b>Limitations/Observations</b>
<ul style="list-style-type: none"> <li>• Well defined recruitment policy.</li> <li>• Qualified academic staffs are in the department and most of them have highest level commitment and sincerity.</li> <li>• There is good and flexible promotion scheme for academic staff.</li> <li>• There is senior and junior academic staff. This is very good for sharing knowledge, experience and other perspectives which is very good for university teaching.</li> <li>• Department arrange some workshops and seminar.</li> <li>• Contributory provident fund and retirement benefit for faculty and staff.</li> <li>• Life insurance policy for the academic and non-academic staff.</li> <li>• Members of the academic staff have different university backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• There are no professional training facilities to enhance the professional skill of the academic and non-academic staffs.</li> <li>• Teaching load is not considered for the promotion of academic staff.</li> <li>• Academic staffs are not motivated to find external research grants.</li> </ul>

### **Scope for Improvement**

- The university should provide professional training facilities to enhance the professional skills of the academic and non-academic staffs of all tiers.
- Formal and documented peer observation needs to be in practice once university approved it as a policy in the university.
- A reasonable amount of grant should be allocated for each academic staff by the university both for research and attending seminar and conferences.

- Seminars, workshops and conference (national and International) should be organized on regular basis in collaboration with industry to share new knowledge among the faculties as well as research fellows to explore innovations.
- A method of recognition and appraisal of teachers for research excellence and teaching excellence should be introduced.
- Similar mechanism should be introduced for the non-academic staff based on their performance.

#### 4.8 Research and Extension

Academic Research and extension are important not only for academics but also for students. It definitely contribute positively to the teaching learning process. . Academics who work with industry, either as consultants or in research partnerships, contribute to widen the students' knowledge and skills. Exposing students to the research process gives them a different perspective than simply presenting theories from textbooks, or even research from academic journals.

The DP has 9 teaching labs and 3 research labs equipped with modern and sophisticated instruments that enable research. The evaluation of various dosage forms, design and manufacture of dosage forms, understanding of microbial disease pathogenesis and transmission, study of bio-chemical and biological studies of potential drug substance of natural origin.

DP conducts a Master of Science in Pharmaceutical Technology (by Thesis) that promotes research in many areas related to Pharmacy.

However, research funds available for research and extension programs is limited.

<b>Strengths and Good Practices</b>	<b>Limitations/Observations</b>
<ul style="list-style-type: none"> <li>• Academic members publish articles in both local and international journals.</li> <li>• Faculty members are highly capable in conducting quality research.</li> <li>• Collaborative research among staff is appreciated.</li> <li>• University provides limited funds for publishing in high impact journals.</li> </ul>	<ul style="list-style-type: none"> <li>• Documented evidences for policy and program on research and development are not available.</li> <li>• The university provides limited funds for research.</li> <li>• Academic members are rarely involved in external fund hunting.</li> </ul>

	<ul style="list-style-type: none"> <li>• No evidence was found that faculty members are involved in extension work.</li> </ul>
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## Scope for Improvement

- The authority should clearly define the research policy of the university.
- Research grants may be explored in collaboration with faculty members of other universities, pharmaceutical industries and other private/government sectors.
- Formal training on research planning and fund seeking for newly recruited academic staff is needed.
- Teachers should be encouraged to publish their research findings in indexed journals and the number of such publications should be considered for the promotion.
- Faculty members should be motivated by providing more research facilities.
- The university need to provide sufficient research funds and incentives on quality publications.
- Young faculties should be encouraged to hunt for research funds.
- Department can take necessary initiatives for interuniversity academic exchange programs.

## 4.9 Process Management for Continual Improvement

The sustenance of quality and standards of the university or the department concerned depend on a set of academic, administrative and procedural activities. It encompasses aligning of processes with an institution’s strategic goals, designing and achieving mission and objectives, establishing process measurement systems that align with organizational goals, and educating and organizing senior managers, academic staff and support staff so that they will manage processes effectively.

It is noted that the top management of UAP is committed to develop quality culture. Accordingly, the university has set up an Institutional Quality Assurance Cell (IQAC) and it has given the authority to monitor and encourage all the program entities to go through self-assessment process and ensure the practice of internal quality assurance.

During the external peer review period it was noted that there is a close relationship between the program entity and the IQAC. IQAC contributes, although not on a regular basis, to organize workshops on quality assurance.

The staff of the program entity, academic, administrative and support staff (especially the laboratory staff) work together to maintain quality of the programs offered.

<b>Strengths and Good Practices</b>	<b>Limitations/Observations</b>
<ul style="list-style-type: none"> <li>• IQAC is well organized and very dynamic to arrange required quality development activities.</li> <li>• University administration is committed to provide conducive learning environment for faculty members.</li> </ul>	<ul style="list-style-type: none"> <li>• No strategic plan in the department to accommodate the implementation of QA activities.</li> <li>• No formal peer review system is implanted for evaluation of a teacher by another teacher.</li> <li>• No formal method is established to get the feedback from the stakeholders.</li> <li>• Need for a staff Development Cell is emphasized.</li> </ul>

### **Scope for Improvement**

- IQAC should design and introduce formal peer review forms and make it compulsory to use by every teacher with the approval of the BoT.
- The department needs to arrange regular workshops/discussions to get feedback from stakeholders.
- Specific strategic action plan need to be designed for improvement of quality culture.
- Need to appoint of coordinator from the department to establish liaison between program entity and IQAC in regard to maintaining the quality indicators.
- Feedback from relevant stakeholders needs to be obtained to identify the potential areas for improvement.
- Continuous liaison between employers and program entity should be maintained.
- Include QA as an agenda item in the department academic meeting

## Chapter 5

### Conclusions and Recommendations

#### 5.1 Conclusions

IQAC of UAP submitted a Self-Assessment Report (SAR) of the Department of Pharmacy along with supporting documents including the Self-Assessment Manual (SAM) to EPRT in time. The SAR, prepared according to the guidelines stipulated in SAM is a comprehensive and critical examination of the program entity, taking account of all its activities and QA functions carried out. The EPRT thoroughly and critically evaluated the documents submitted and had discussions with almost all stakeholders.

Program review process at the Department of Pharmacy was conducted following the guidelines described in the SAM prepared by the University Grants Commission under HEQEP. The quality of education was reviewed at the Program level according to the 9 (nine) criteria as given in the Self-Assessment Report (SAR).

In conclusion, it is the view of the EPRT that the Bachelor of Pharmacy Degree Program conducted by the Department of Pharmacy is above average. It was noted that the activities and procedures listed under nine aspects are satisfactory in general. Moreover, some activities are in good status and some need additional inputs (e.g. Developing a set of clear-cut intended learning outcomes both at program and course level). EPRT has made recommendations where necessary with a view to improving the study programs further.

This Report is prepared and submitted to the IQAC of UAP, by the External Peer Review (EPR) team consisting of three (03) members, who visited the Department of Pharmacy of the University of Asia Pacific, Dhaka, Bangladesh from 21<sup>st</sup> to 23<sup>rd</sup>, January, 2018.

#### 5.2 Judgment

Based on the observations during the peer review visit by the Review Team and using the rating scale provided in Self-Assessment manual, the following references are judged as follows.

	Aspects Reviewed	Judgment Given	Numerical Weight
1	Governance	4.0	5.0
2	Curriculum Content Design and Review	6.5	7.0

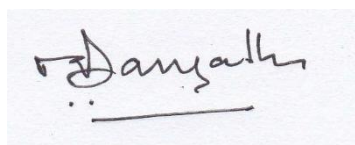
3	Physical facilities	4.5	5.0
4	Student Admission, Progress and Achievements	2.5	3.0
5	Teaching and Learning	5.5	6.0
6	Assessment of Student Performance	5.0	6.0
7	Student Support Services	4.0	5.0
8	Staff and Facilities	4.0	5.0
9	Research and Extension	3.0	4.0
10	Process Management for Continual Improvement	3.0	4.0
	<b>Total</b>	<b>42.0</b>	<b>50.0</b>

#### Rating Scale

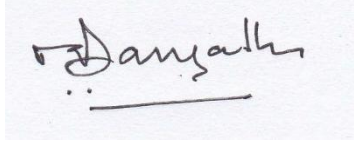
Final Score	Overall Judgment
0-15	Unsatisfactory
16-25	Poor
26-35	Good
36-45	<b>Very good</b>
46-50	Excellent

#### Overall Judgment

Considering the judgments given for the different QA aspects, the Review Team is able to give an overall judgment of **(42/50)** for the Department of Pharmacy at University of Asia Pacific (UAP).




Submitted by,



QA Expert (Foreign)	QA Expert (Poreign)	Subject Expert
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## 6

## Annexures

## Annex 6.1: Schedule of Activities-Program

**Department of Pharmacy, University of Asia Pacific**  
**Schedule for External Peer Review on Self-Assessment Report**

**Day 1: January 21, 2018**

Time	Event	Participants
09:00 a.m. – 09:30 a.m.	EPRT Meeting with IQAC, UAP	EPRT and IQAC
09:30 a.m. – 09:45 a.m.	EPRT Meeting with SAC members, Dept. of Pharmacy	EPRT and SAC, Dept. of Pharmacy
09:45 a.m. – 10:00 a.m.	EPRT Meeting for Team Leader Selection and Work Plan Finalization	EPRT
10:00 a.m. - 10:15 a.m.	Presentation by IQAC	EPRT and IQAC
10:20 a.m. – 11:15 a.m.	Presentation by SAC, Dept. of Pharmacy	EPRT, IQAC, and SAC, Dept. of Pharmacy
11:15 a.m. – 11:30 a.m.	<b>Tea</b>	
11:30 a.m. – 01:00 p.m.	EPRT Meeting with Dept. of Pharmacy Faculty	EPRT, Dept. of Pharmacy Faculty (excluding SAC)
01:00 p.m. – 2:00 p.m.	<b>Lunch and Prayer Break</b>	
02:00 p.m. – 03:00 p.m.	EPRT Discussion with Students	EPRT and Undergraduate Students
03:00 p.m. – 03:30 p.m.	EPRT Discussion with Non-academic Staff	EPRT and Non-academic Staff, Dept. of Pharmacy
03:30 p.m. – 04:30 p.m.	EPRT Meeting with DSW, UAP <b>Working Tea</b>	EPRT, IQAC, DSW and SAC, Dept. of Pharmacy
04:30 p.m. – 05:00 p.m.	Introduction of Physical Facilities & Co-curricular activities of Dept. of Pharmacy & IT visit by SAC to EPRT	EPRT, IQAC and SAC, Dept. of Pharmacy
Close of Day		

**Day 2: January 22, 2018**

Time	Event	Participants
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09:30 a.m. – 10:00 a.m.	EPRT Meeting with SAC, Dept. of Pharmacy	EPRT and SAC, Dept. of Pharmacy
10:00 a.m. – 10:30 a.m.	Library Visit	EPRT, IQAC and Library Officials
10:30 a.m. – 11:00 a.m.	EPRT Meeting with Registrar and Controller of Examinations (CoE), UAP	EPRT, Registrar, CoE, and IQAC
11:00 a.m. – 12:00 p.m.	EPRT Meeting with Honorable VC, Pro-VC and Treasurer of UAP	Honorable VC, Pro-VC, Treasurer and IQAC
12:00 p.m-12:15p.m.	<b>Tea</b>	
12:15 p.m. – 12:45 p.m.	Proctorial Visit	EPRT, IQAC and Proctor
12:45 p.m. – 1.15 p.m.	IEERD visit	EPRT, IQAC and IEERD
01:15p.m. – 2:30 p.m.	<b>Lunch and Prayer Break</b>	
02:30 p.m. – 03:00 p.m.	Class Audit	EPRT
03:00 p.m. – 04:00 p.m.	EPRT Discussion with Alumni	EPRT and Alumni, Dept. of Pharmacy
04:00 p.m. – 05:00 p.m.	EPRT Discussion with Employers	EPRT and Employers
05:00 p.m-05:15 p.m.	<b>Tea and Close of Day</b>	

**Day 3: January 23, 2018**

<b>Time</b>	<b>Event</b>	<b>Participants</b>
09:30 a.m. – 11:00 a.m.	EPRT review of related documents as required	EPRT and SAC, Dept. of Pharmacy
11.00-11.30 a.m.	<b>Tea</b>	EPRT and SAC, Dept. of Pharmacy
11:30 a.m. – 01:00 p.m.	Exit Report Preparation	EPRT
01:00 p.m. – 2:30 p.m.	<b>Lunch and Prayer Break</b>	
02:30 p.m. – 03:30 p.m.	Exit meeting with Faculty Members and SAC	EPRT, IQAC and SAC, Dept. of Pharmacy Faculty
03:30 p.m. – 04:00 p.m.	Exit Meeting with IQAC	EPRT and IQAC
04:00 p.m. -04:15 p.m.	<b>Tea</b>	
<b>Close</b>		

## Annex 6.2 List of Interviewees

### (a) Senior Management

1	Prof. Dr. Jamilur Reza Choudhury	- Vice Chancellor
2	Prof. Dr. M.R. Kabir	- Pro-Vice Chancellor
3	Mr. Sarwar R. Chowdhury	- Registrar
4	Air Cdre (Retd) IshfaqlahiChoudhury	-Treasurer

### (b) Institutional Quality Assurance Cell and SAC Members

1	Dr. HabibulHaque	- Director, IQAC
2	Mr. G.R. Ahmed Jamal	- Additional Director, IQAC
-3	Ms. Iron Dewan	- Head, SAC
4	Md. Abu Sufian	- Member, SAC
5	Mr. Hamiduzzaman	- Member, SAC

### (c) Other relevant interviews

1	Members of the Full time Academic Staff	27
2	Students	58
3	Non- Academic and Student Support Staff	15
4	Alumni	16
5	Employers	12
6	Admission Centre	6
7	Deputy Librarian	1
8	Proctor and Assistant Proctor	2

## Annex 6.3 Facilities Observed

1	Class Rooms (DP)
2	Teaching and Research Laboratories (DP)
3	Stores (DP)
4	Students' Canteen (University)
5	Library (University)
6	Computer Facility (DP)
7	Sports Centre (University)

8	Counselling Room (DP)
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#### **Annex 6.4 Documents Observed**

1. Curriculum of Bachelor of Pharmacy Program
2. Students' Handbook
3. Lists of Teachers of the Department of Pharmacy
4. Sample answer scripts
5. Participant List of Self-Assessment Workshops
6. Table of Specifications for examination questions
7. Answer scripts scrutinizer report
8. Moderator report on the question paper
9. Academic staff portfolios