EXTERNAL PEER REVIEW REPORT

for

Bachelor of Business Administration
Department of Business Administration
University of Asia Pacific, Dhaka, Bangladesh

By

Professor Ir. Dr. Mohammad Yeakub Ali
Professor Dr. M. Rafiqul Islam
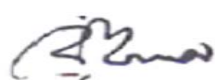# Professor Dr. Hasina Sheykh

University of Asia Pacific

HEQEP

December 2017

Acknowledgement and Affirmation of External Peer Review Report

We, the members of the external peer review team prepared this external peer review report on Bachelor of Business Administration under the Department of Business Administration at University of Asia Pacific (UAP), Dhaka. All the findings and recommendations contained herein are the outcomes of the desk review of the Self-Assessment Report (SAR) prepared by the Self-Assessment Committee (SAC) and its validation during the visit of external peer review team at UAP during the three days period dated 26-28 November 2017.

Professor Ir. Dr. Mohammad. Yeakub Ali Department of Manufacturing and Materials Engineering International Islamic University Malaysia Kuala Lumpur, Malaysia	
Professor Dr. M. Rafiqul Islam Director, Institutional Quality Assurance Cell (IQAC), BUET & Professor Department of Naval Architecture and Marine Engineering Bangladesh University of Engineering and Technology (BUET), Dhaka, Bangladesh	
Professor Dr. Hasina Sheykh Professor, Department of Banking and Insurance, Faculty of Business Administration, University of Dhaka, Bangladesh	

ABBREVIATION

UAP	:	University of Asia Pacific
DBA	:	Department of Business Administration
BBA	:	Bachelor of Business Administration
EPRT	:	External Peer review Team
HEQEP	:	Higher Education Quality Enhancement Project
IQAC	:	Institutional Quality Assurance Cell
SAC	:	Self-Assessment Committee
SAR	:	A Self-Assessment Report
UGC	:	University Grant Commission

TABLE OF CONTENT

CHAPTER 1
INTRODUCTION AND THE REVIEW PROCESS

1.1 Introduction

A self-assessment report (SAR) was prepared by the Self-Assessment Committee (SAC) of the Department of Business Administration University of Asia Pacific (UAP), Dhaka, Bangladesh. The SA activities were being carried out as a part of Institutional Quality Assurance Cell (IQAC) at UAP under the Higher Education Quality Enhancement Project (HEQEP) being implemented by the University Grants Commission of Bangladesh funded by the World Bank. The general objectives of this sub-project were to review and assess the overall learning experience of students in the Department of Business Administration, UAP.

In order to fulfil the objectives of the Self-Assessment, the SAC have carried out the assessment and prepared a detailed SAR. An external review team was appointed to evaluate the SAR, to visit the Department of Business Administration to further validate the SAR. The SAR and the validation report will form the basis for the Department of Business Administration to prepare their improvement plan for quality assurance.

1.2 Principle of Programme Review

In this peer review process, we have followed the Code of Conduct as specified by University Grant Commission (UGC) of Peoples Republic of Bangladesh.

1. Take all reasonable steps to know and understand the published quality assurance and accreditation process and in particular the methods of developmental engagements and accreditation.
2. Ensure that they remain up to date with any developments in the published method, including attending conferences and workshops arranged for peer-reviewers by the Unit.
3. Conduct their roles and activities in reviews in a way that fully respects the published method and protocols, including reaching justifiable evidence-based judgments.
4. Undertake their part in review in a way that respects the mission of the entity they are visiting and avoids bringing to the process any prejudices.
5. Show courtesy to all colleagues with whom they work in the review team and in the institution, including respect for their views and opinion.
6. Complete the assignment on time and to a high professional standard, drawing upon the handbook and the guidance provided in the review.

7. Respect the confidences shared in the course of the review, so that they do not divulge any information on the self-evaluation, the findings of the review team or the conduct of the review to any other university, any member of the public or the media.

8. Contribute a requested by the QA Unit, to the evaluation of the process by offering constructive comment of their experiences as a reviewer.

9. It is expected that peer reviewers will provide the entity with judgments basing on the review observations for all the QA areas and overall.

1.3 Aspect under Review

During reviewing, the External Peer Review Team (EPRT) concentrated their efforts on the following aspects:

1. Governance
2. Curriculum Design, Content and Review
3. Physical facilities
4. Student: Admission, Progress and Achievements
5. Teaching-Learning and Assessment
6. Student Support Services
7. Staff and Facilities
8. Research and Extension
9. Process Management for Continual Improvement

The EPRT visit was implemented using the following audit/review strategy:

Methods	Entities
1. Meeting	Top management (Vice Chancellor, Treasure, Registrar, Director Students Welfare (DSW) Faculty Members and Non-academic staff, Students, Alumni and Employers)
2. Documents audit	SAR, all academic and its related documents
3. Site visits	Observation of the teaching process, teaching and learning facilities, central library and other physical facilities.

Based on the review, the EPRT make their recommendation of following categories:

Commendation	Something that Department of Business Administration is doing well and should be recognized for.
Affirmation	Something that Department of Business Administration has started or aspires to achieve that is positive and that the review team encourages for further development and enhancement.
Recommendation	Something that Department of Business Administration should give consideration so as to highlights as an opportunity for improvement.

1.4 External Peer Review Process

University Grants Commission of Bangladesh expects every university be mindful of its dedication, devotion and responsibility for the excellent quality service and estimated quantity outputs characterized by relevant capacity and capabilities from the point of perception that tertiary education is public goods very necessary for creating conducive environment for the prevalence of good health, sufficient wealth and opportunity for wellbeing of mankind. In other words, universities answerable to the government, the public and stakeholders for its contributions towards higher education in Bangladesh.

"The principle of the self-assessment of the programme is a process, not to prove anything, but to improve (IQAC Manual, 2014)". As such, the self-assessment exercise will determine if the improvements have enabled the students to enhance and improve the required knowledge, skills, performance, adaptability and effectiveness in the relevant subject areas.

Programme Review (PR) evaluates the quality of education within a specific subject or discipline of the university. It directed its attention among other things on Governance; Curriculum Design and Review; Physical Facilities; Students' Admission, Progress and Achievements; Teaching, Learning and Assessment of student performance; Student Support Services; Staff and Facilities; Research and Extension; and Process Management for Continual Improvement.

In order to carry out the self-assessment, an external peer review team is appointed. This team consists of three members with at least one subject expert who will focus on the programme review; at least one recognizes Quality Assurance Expert and a foreign Quality Assurance Expert.

The peer review team is required to visit the concerned university and facilities as mentioned in the Self-Assessment report. The review follows a well-structured schedule extending up to three days. The Institutional Quality Assurance Cell (IQAC) of the university

is responsible to make all necessary arrangements to carry out the review. The entire external peer review is based on the Self-Assessment Report prepared by the programme offering department and all other necessary documents that are made available during the review process. After reviewing the programme offering department and the supporting documents, the review team prepares and submits the final validation report.

The validation report is submitted to the Head of Programme offering Entity /Director, Institutional Quality Assurance Cell of the university. The Director IQAC submits the same to the concerned university and a copy of this is submitted to the QAU of the University Grants Commission (UGC). The QA Unit of the UGC expects the Peer Review Process to make full contribution towards the quality assurance and accreditation process. Therefore, the role of a Peer Review is complex and demanding. New insights by the reviewers enable universities to develop further the quality assurance systems and continuously improve the required standards. The process aims at providing guidance to the reviewers and other participants involved in the peer-review process to meet the expected standards of conduct.

The External Peer Review of the Self-Assessment report is prepared based on the observations, critical review of the SAR and other supporting documents provided during the review visit. This External Peer Review and validation report is expected to determine the improvement plan of the concerned entity or programme. The External Peer Review and validation report has a significant impact on the accreditation process. Hence, it is important that the EPRT prepares the report considering the required content of importance.

1.4.1 External Peer Review Team

The following team members were appointed to perform the Programme Review the degree of Bachelor of Business Administration, University of Asia Pacific, Dhaka during from 26-28 November 2017.

EPR Team Members:

SL	Name of the Reviewers	Details of the EPR Team Member
1	Prof. Ir. Dr. Mohammad Yeakub Ali	Professor, Department of Manufacturing and Materials Engineering, Faculty of Engineering, IIUM, Malaysia
2	Prof. Dr. M. Rafiqul Islam	Director, Institutional Quality Assurance Cell (IQAC), BUET & Professor, Department of Naval Architecture and Marine Engineering, Bangladesh University of Engineering and Technology (BUET), Dhaka, Bangladesh
3	Prof. Dr. Hasina Sheykh	Professor, Department of Banking and Insurance, Faculty of Business Administration, University of Dhaka, Bangladesh

1.4.2 Scope of External Peer Review

It is expected that

- The peer observers (Individual Consultant) will go through the Self-Assessment Report;

- Visit the university and critically observe the various aspects of the Culture of Quality Education System at the undergraduate level of the Faculty.

- Finally, on the basis observation and critical review of the Self-Assessment Report the peer observer panel will submit an external validation report.

1.4.3 The Three-Day Programme

Day-1: 26 November 2017

The review commenced with a meeting with IQAC Team. SAC made a detailed presentation on the department activities based on the SAR and this was followed by a discussion at which several areas in the SAR were clarified and further elaborated. The review team met with academic and non-academic staff and detailed discussion was held on various aspects and quality parameters.

Day-2: 27 November 2017

The Review Team met with the students and discussed on class schedule, examination process, result, evaluation etc. followed by meeting with Registrar, Controller of Exam, and Honourable Vice Chancellor, and Director of Student Welfare. The EPRT visited the physical infrastructure and facilities followed by meeting with the Head of the Department of Business Administration. The EPRT also reviewed the documents as cited in the SAR. Then EPRT also met with Alumni and Employer and initiated discussion on the areas on employability, industry expectation and contemporary trend in the industry and other prospective areas.

Day-3: 28 November 2017

The review team observed the classroom teaching and continued observation on physical facilities. The EPRT held meeting with SAC on the individual and group observation report followed by another meeting with the IQAC team to appraise various findings during the review process. The EPRT finally submitted the Exit Report to SAC.

The EPR Team is grateful to Associate Prof. Dr. Mahbubul Haque, Director, IQAC, UAP and the SAC for the excellent arrangements made to facilitate the visit, without which it would not have been possible to cover all these aspects in the short time available. The documents used and activities carried out for the peer evaluations were as follows:

1. A self-assessment report (SAR) prepared by the SAC headed by Department of Business Administration which was made available before the review.
2. Discussions with the SAC and departmental academic staff for an in-depth assessment of the contents of the curriculum and the teaching/learning methods used,
3. Observation of classroom teaching and examinations;

4.   Records of students' performance;

5.   Physical verification of classrooms, exam hall and other facilities available for teaching and learning;

6.   Visit to library, medical centre, indoor sports facilities, cafeteria, etc.

7.   Face-to-face discussion with the following personnel and groups:

      i.   The Vice-Chancellor of the University

      ii.   The Controller of Examination of the University

      iii.   The Librarian of the University

      iv.   The Registrar of the University

      v.   The Director of Student Welfare

      vi.   The Chief Medical Officer of the university

      vii. The academic staffs of the department

      viii. The non-academic staffs of the department

      ix.   Undergraduate Students

      x.   Alumni and Employers

CHAPTER 2
OVERVIEW OF THE ENTITY

2.1 Brief History of the University

University Asia Pacific is one of the first generation private universities in Bangladesh established in 1996. The curriculum of UAP has been approved by the University Grant Commission (UGC) of the Government of the Peoples' Republic of Bangladesh. The university started its journey offering four-year bachelor's programmes in Business Administration.

UAP has been sponsored by University of Asia Pacific foundation, a non-profit and non-commercial organization based in Dhaka, Bangladesh. The aim of the Foundation is to impart high quality educational programmes where next generation will be successful to be innovative, skilled and professionals to cope with the demands of the world. As a result, the graduates will be able to make a positive contribution to the society. Eminent educationists, industrialists, businessmen, social workers and administrators established the foundation for higher cause of building the nation by qualified, knowledgeable and skilled graduates. Late Hedayet Ahmed, Former secretary to the government of Bangladesh, Ambassador to Saudi Arabia, and former director of UNESCO for Asia Pacific Region in Bangkok was the founder Vice Chancellor of the university. After his demise, Mr. A. S. M. Shahjahan, Ex-IGP and former Advisor of the Caretaker Government played the role of Vice Chancellor until March 2003. Prof. Dr. M. R. Kabir was acting Vice Chancellor until September 2004.

The appointment of Prof. Dr. Abdul Matin Patwari as the Vice Chancellor on 7 September 2004 was a great breakthrough for UAP. A renowned educationist, former Vice Chancellor of BUET and DG IIT (IUT) who served as Vice Chancellor and Chief executive with distinction for more than twenty three years to achieve the record of longest serving Vice chancellor and Chief Executive among all Commonwealth countries. In 2012, invaluable responsibility of Vice Chancellor was handed over to the icon in Engineering & Technology to none other but to Prof. Dr. Jamilur Reza Choudhury. He is well known as an eminent educationist, engineer and former Advisor to the care taker Government. At present, UAP is privileged and honoured to have him as the Vice Chancellor who in 2017 had also received "Akhushe Padak" recognized as the highest honour & reward nationally.

Vision of UAP

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

Mission of UAP

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 changing world.

2.2 Brief History of the Department of Business Administration

In 1997, the Department of Business Administration officially commenced its journey offering Bachelor in Business Administration (BBA). Since then, the business school has come a long way, having carved out a niche for itself as an institution committed to impart high quality business education in the country. The mark of this quality is manifested by the academic rigors as well as the market relevance of three programmes: BBA, MBA and EMBA.

The number of students enrolled in the first batch was only 11 (eleven). However, the average intake per semester witnessed a steady growth and now hovering around 70 (seventy). The students were normally screened out from a pool of applicant of around 250. As the standard of the student intake was very high, so was the quality of teaching. DBA started producing quality graduates, as manifested in the large number of graduate placements in renowned national and multinational companies. In 2001, it launched its first graduate programme- Masters of Business Administration (MBA). This new programme also attracted a good number of high calibre students. Soon, the industry experts started to consider it one of the five leading business schools in the arena of private universities. The EMBA programme was introduced in the year 2008 and the Supply Chain Management as a major in the graduate programme was incorporated in 2010. In Fall 2017 student enrolment is 515 in BBA, 165 in MBA and 61 in EMBA programmes.

The peer review process was conducted on the Bachelor of Business Administration offered by the Department of Business Administration, which was established in 1997. The Self-Assessment Report of the programme of Bachelor of Business Administration provided the survey findings, key issues and observations for the Peer Reviewers to determine the future course of action and suggestions for improvement. The department offers a 130 credits degree, which includes general education, foundation, core, major, minor, capstone and internship. Among these 14 credits for general education, 24 credits foundation, 64 credits core, 3 credits capstone, 15 credits major, 6 credits minor and 4 credits interns. The courses are distributed over four years and eight semesters. Each semester consists of six months.

2.3 Programme Vision, Mission and Objectives

The Bachelor of Business Administration Programme has its unique Vision, Mission and Objectives, which are as follows.

Programme Vision:

"*We aspire to be recognized as the premier business school that will contribute to the economic and social well-being, both nationally & globally*".

Programme Mission:

- Engage in creating & nurturing innovative minds of the students
- Immerse in relentless endeavour to unravel new frontiers of knowledge through cutting edge research
- Collaborate with industry in catering to its needs & demands
- Implant high moral & ethical ethos in the minds of faculties, staff & students

Programme Objectives:

The Department of Business Administration embeds the roots for professional and personal development of the graduates that are expected in the years (3-5) to come after completion of their degree. The graduates are expected to:

PEO 1: Pursue and succeed in graduate programmes

PEO 2: Apply business knowledge in the corporate world as ethical and responsible professionals

PEO 3: Take lifelong learning as a motto

PEO 4: Demonstrate leadership qualities and be able to deal with group dynamics

PEO 5: Present and express themselves as skilled communicators

CHAPTER 3
AIMS AND LEARNING OUTCOME

3.1. Aims

As stated in SAR, the Bachelor of Business Administration Programme has the following aims (Programme Educational Objectives):

1. Pursue & succeed in graduate programmes
2. Apply business knowledge in the corporate world as ethical, responsible professionals
3. Take lifelong learning as motto
4. Demonstrate leadership qualities & able to deal with group dynamics
5. Present & express themselves as skilled communicators

3.2. Programme Outcomes

After completion of Bachelor of Business Administration degree programme, the graduates will have the following skills:

1. Practical skills & problem solving skills
2. Scientific & analytical skills
3. Entrepreneur & innovation skills
4. Communication & it skills
5. Values, ethics & moralities
6. Teamwork & leadership
7. Social skills & responsibilities
8. Lifelong learning skills

CHAPTER 4
FINDINGS OF THE REVIEW

4.1 Governance

The UAP outlines the governance structure of the university in detail and clearly defines the internal bodies with hierarchy of the key levels and committees. It further elaborates the roles and responsibilities of relevant officials involved and accountable for administrative, academic and financial matters. The composition and functions of such instruments are defined and described.

Governance is shared between the administration of UAP and the faculty as represented in the Academic Council and Board of Trustee. The Academic Council is the highest authority in the academic management of affairs of the university and is vested with the Board of Trustee. The powers and authorities conferred upon the university are defined in the constitution of UAP.

The team noted some issues in relation to stakeholder feedback. It was identified that there exists a lack of active role with major stakeholders such as employers and alumni. Alumni requested the authorities to have more dialog with them and shorten the communication gap. The summary of panel observation on commendation, affirmation and recommendations are given below:

Commendation:

1. Proper Governance structure with well-defined policies and procedures for students, academics and administrative staff is available for smooth operation.
2. Effective Institutional Leadership is noted having enthusiastic approach to Quality Assurance in the University system.
3. Clear University and Department's vision and mission were cited in the SAR.
4. The university /department have the transparency regarding admission, teaching and examination process.
5. The academic calendar is strictly maintained.

Affirmation:

1. Vision, Mission of the department and PEO, PO are articulated in the SAR. However, it will be better to have these displayed prominently throughout the department alongside with the department's vision and mission.

2. The department is currently reviewing the BBA curricula. However, it is better to incorporate the stakeholders' feedback (alumni, employers).

Recommendations:

The departmental website should be updated regularly.

4.2 Curriculum - Content, Design and Review

General remarks

Curriculum is the backbone of any academic programme to achieve its vision and mission. The review team had separate discussion meetings with students, faculties, alumni and employers to get feedback regarding curricular content, design and review of BBA degree of UAP. The team noted the following:

Commendation:

It is highly appreciated that the programme has already drafted the curricula following the outcome-based education (OBE). The academic staff are found enthusiastic in following the OBE.

Affirmation:

The BBA programme has already formulated the Graduate Profile. This is a description of knowledge, skills and attitudes that UAP intends that their graduates will gradually develop through studying in the programme; and this will eventually equip them in their career. However, it needs further refinement to cover the suitable soft skills for better employability of the graduates. In addition to the disciplinary knowledge and practice, skills such as critical thinking, solution seeking, oral and written communication, team working, and time management may be included.

Recommendation:

1. With the changes in the need of the industry/market, the curriculum of the BBA programme needs to be updated. The programme authority should enable dialogues with potential employers and the alumni to incorporate their valuable opinion to increase the employability of the graduates.

2. Currently the duration of internship is outside the total duration of four years for the BBA programme. To keep this as part of the programme enabling the graduates to reach the job market earlier, the programme authority may consider incorporating the internship period within the total duration of the programme.

3. The programme should focus on industry-academia linkage. Under this, the programme may offer short length professional training for graduating students to develop their soft skills required to enter in the labour market smoothly.

4. Currently, the programme is implementing single-examination procedure. To ensure non-biasness in questions setting and marking scheme, dual assessment system is suggested both for examination questions development and marking in the scripts.

4.3 Student: Admission Progress and Achievements

Regarding this aspect, the Review Team met with the existing students, alumni and faculty members and observed the followings:

- During the discussion with the students, it was observed that many were confident enough to express their views and competent enough to do so in the English language.

- It is observed that quality and the number of undergraduate students get admission in the programme is pretty good and the completion rate is very high. All most all of them continued for MBA.

Teaching and Learning and Assessment of Student Performance

The review team visited classrooms and laboratories during class hours and monitored the teaching and learning processes. Besides, the team discussed separately with teachers and students in relation to teaching, learning and assessment of student performance. The committee observed the following:

- The teachers are qualified maximum with Ph.D. degree and sound in academics and research. Classes were found interactive with the students.

- Class size was almost optimum

- The faculty uses combination of both teacher cantered and student-cantered philosophy of learning.

Commendation:

Current admission policies and practices are well established and relevant with a highly secure and fair admission examination process.

Affirmation:

The department already has the system to identify the weak students and providing necessary support to overcome the problem. However, more integrated effort should be required to reduce the visible categorization of students in the classroom.

Recommendation:

The university is highly recommended to find ways to attract large number of quality students to be admitted in BBA programme.

4.4 Physical Facilities

Commendation:

1. The department has very good setup for BBA programme; well organized and convenient for teachers and students.
2. There are good number of informal learning spaces which appreciated by the students and the alumni.

Affirmation:

1. There is a good departmental library in the department. However, it seems that the library is being used for other departmental students as well. It is better to increase the seating capacity of the departmental library.
2. Central Library has a good collection of books and online access to ebooks and journals. However, the library facility should be upgraded to incorporate automation.
3. A good number of classrooms are available in the department; however, a number of classrooms should be equipped with multimedia facilities with proper visibility.
4. While seating capacity in the computer laboratory is sufficient for the number of students, there is a need to upgrade the laboratory suitable for visibility for all the students.
5. There is a discussion room in the department however; it is understood from the discussion with the students to have a bigger discussion room for them.

Recommendation:
1. There should be transport facilities for the students and staff.
2. It is recommended to make automation of the central library as well as dynamic and qualified Librarian is required for better management of the library.
3. The department of Business Administration is housed on the 4th floor of the adjacent to City Campus Building and without proper Emergency Evacuation Plan during emergency. It is strongly recommended to address this issue.
4. Central cafeteria's over all environments is recommended to improve.
5. Canteen/food corner situated in the department should be relocated.

4.5 Teaching-Learning and Assessment

Commendation:
The teaching and learning in the programme is found well supported by a qualified team of academicians.

Affirmations:
1. The BBA programme is found providing high quality teaching by a team of qualified academicians. However, a good number of academic members are relatively young and not yet pursued higher degrees. The programme authority may encourage them for enrolment in MPhil and/or PhD that will definitely improve their qualities further while increasing the value of the programme as a whole.
2. It is highly appreciated that the programme authority has already introduced a learning programme for developing their young academic staff. However, many senior ones having long academic experiences would require a brush up too especially to remain up-to-date regarding the present need of the industry/market or advanced technological issues.
3. The programme is organizing professional lecture series by inviting renowned professionals/ experts, which is found highly appreciated by the students. However, the participation to the professional lecture series could be mandatory for the senior students. They can also receive certificates of such attendance, which, then, they can add in their resumes.
4. Programme office is maintaining course files containing course outlines, sample questions, attendance record, moderation papers and scrutinizing papers. However, it would be better if it contained the lecture materials in that file too. This would be a good reference for the future academic staff teaching such a course for the first time. Moreover, these materials are suggested to keep in ring files for a better visibility and usage.

Recommendation:

1. From the discussion with alumni and employers, it is recommended that teaching-learning should to be more practical oriented. For example, this can include areas that would require critical thinking while inspiring students to apply acquired knowledge in the real life situations.

2. Professional skills development course should be introduced. Leadership as well as skills to work in a team along with mentoring, negotiation and conflict management or product management could be some of such areas. This could be either in the form of credit or non-credit course.

3. During the discussion with the employers group, concerns came out regarding the present situation of surface level learning of the students in lieu of the expected deep level learning. From the present supervised teaching, the programme should allow students learning under partially supervised assignment/projects while gradually widening this to unsupervised learning.

4. Teacher-student ratio of 1:23 against the standard of 1:15 remains a critical point of concern. Therefore, increasing the number of full time academic staff in the programme is recommended. This would also impact positively in Research and Extension element.

5. Classroom teaching should be improved. This might be in the form of making the process more interactive by engaging the students for better teaching and learning.

4.6. Student Support Services

General Remarks

For this aspect, the Review Team noted the following points:

1. Evidence was found about conducting counselling and mentoring programmes for students. However, there should be a career guidance unit to guide the students to plan their future.

2. At present, the department provides minimal community services.

Commendation:

1. Counselling services are provided for students, which is a very good step for the students.

2. Students are getting scholarship on the basis of academic results, GPA on SSC and HSC which found highly motivating for the students

Affirmation:

The University already has a student counsellor; however, a female counsellor is recommended to be appointed in the DSW office.

Recommendation:

1. Transport facilities should be arranged for the students.
2. Accommodation facility for the female students should be arrange specially those coming from outside of Dhaka.
3. Placement for internship should be strengthened.
4. The department should have a database of the alumni for better connectivity with them.

4.7 Staff and Facilities

It is important to accommodate key performance Indicators (KIP) to measure the performance of academic staff. In addition, it is necessary to value of academic and academic support staff as a means of motivation.

Commendation:

1. The Department of Business Administration currently has 18 regular faculty members. All are qualified, and equipped with updated knowledge on the subject.
2. Teachers with dedication and many with exposure are appreciated by students.
3. Academic staff are very friendly with the students which is appreciated by the students.
4. Faculty members are supported for attending international conference.

Affirmation:

There is an informal KPI in the university; however, it would be better if it is formalized and performance award should be introduced to support the KPIs.

Recommendation:

1. In consultation with support staff, it is understood that present support staff are inadequate and university authority should take steps for recruiting new staff particularly administrative and support staff.

2. It is recommended to introduce sick leave and six-month paid maternity leave in alignment with the governmental policy. This should be considered regardless of the faculty in probation period too.

4.8. Research and Extension

Research is an integral part of an academic. Through research, an academic contributes to the development of their discipline, by original research leading to new knowledge, and/or by the application of research/new knowledge in novel and innovative ways. The knowledge gather through research will impart to students during teaching sessions.

All academic staffs in the Teaching & Research pathway is expected to spend at least a minimum amount of time on research. The amount of time allocated for research in the workload model for academic staff in this pathway will vary, taking account of the quality of the research outputs.

The EPRT team noted that there is a research policy in the University. Also, noted that faculty members are granting leave to pursue higher education. The staffs are rarely engaged much in conducting research and therefore research output is limited. As a result, extension services are poor and there is limited pathway to the industry and community

It is suggested that the university develops the research culture in collaboration with public and private research institutes and some incentives should be given to the staff. Grants should be available to staff and the faculty should look for research grants available from donor agencies. There may be some industries interested in conducting research so that industry and community partnerships should be established with the department.

Commendation:

The university authority has a body for research management. They provide some grants from University level to promote research activities among the programmes/faculties. Although receiving such funds is highly competitive, BBA programme occasionally gets that opportunity.

Affirmation:

1. Discussion with the academic staff put some light on their high workload led by the mentioned teacher-student ratio and else as well as limited facilities for research in

general. However, some of them have considerable number of publications which adds strength to the programme. Nevertheless, more engagement of the academic staff in research is strongly recommended.

2. Research outcomes are published in journals and through newsletters. However, it is better if newsletters are well circulated among the stakeholders.

Recommendation:

1. Formal incentive system can be introduced to the faculty members those publishing article in reputed journals in comparison to regular ones. This will definitely motivate others to work harder to go for better quality research in future.

2. The department should consider offering postgraduate such as MPhil, PhD and/or DBA. This should be started as soon as possible to gain academic recognition in research. This would again open the opportunity for the younger colleagues to pursue their higher studies under the leadership of their mentors in the same programme.

3. The senior academic staff should be exploring more for hunting external research grant. This would add to the research fund dedicated to the programme as well as opening opportunities for younger faculty members within the programme while guiding them towards quality research publications.

4. The programme should consider final year projects as a research exposure of the senior students. This would encourage some motivated students to further continue in postgraduate while eventually adding them to the valued academic staff in the programme.

4.9 Process Management for Continual Improvement

Commendation*:*

In 2015, the university authority has established Institutional Quality Assurance Cell (IQAC) to assure the quality at each level of the process. Under IQAC guidance, self-assessment process has been stated to identify the strength and weakness of any programme and accordingly measures will be taken to overcome these difficulties.

Affirmation:

Faculty members realized the importance of implementation of quality assurance mechanism in the Department of Business Administration and formal process has been started through IQAC.

Recommendation:

Plan-Do-Check-Act (PDCA) cycle should be implemented in all nine areas of quality assurance in the department.

CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The Self-Assessment Committee (SAC) has prepared the SAR keeping the objectives in mind, which is commendable. Both the positive and negative issues in respect of ten dimensions of self-assessment have been touched in the SAR along with the recommendations. The External Peer Review Team critically analysed the issues relating to different aspects of the Department of Business Administration that need to be addressed by the authorities. The EPRT is convinced that the use of findings of the self-assessment and the comments made by the peer review team would help to improve the course curricula leading to the improvement of teaching quality at the department. The faculty members were found very innovative to accept any change not only in the curricula but also changes on the other aspects of quality education. They showed considerable interest in adopting quality assurance measures.

5.2 Commendations and Recommendations

After detailed observation of SAR, physical visit, and interaction with various stakeholders, the EPRT is arriving to the following Commendations and Recommendations for smooth running and further improvement of the department to produce excellent graduates in the field of business studies.

Commendation:

1. Lesson plan, course plan, academic calendars are properly structured and provided to the students in advance.
2. Exams are conducted and results are published timely.
3. The culture of teamwork is present in the Department.
4. Academic mentoring is done properly. Group of students are assigned to each faculty for mentoring purpose.
5. Documentation of student's exam and results is systematic.
6. Orientation is conducted for fresher.
7. A formal scrutinizing system in result processing is needed.

Recommendation:

1. Graduate profile to be drawn from the Vision, Mission, Objective and quality policy of the department needs to be circulated among the students

2. Both internship/project/thesis should be within four years of academic programme.

3. Alumni and Employers are to be made part of the course review committee.

4. Employment records of the graduated students to be maintained in the department.

5. Professional ethics are to be introduced.

6. Department level research groups are to be established.

7. Group discussion rooms are to be increased and furnished spaciously/nicely

5.3 Judgement on Overall Performance

Based on the observations during the peer review visit by the External Peer Review Team following aspects were judged using the given standard rating scale:

JUDGEMENTS

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:
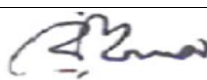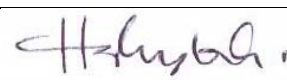
	Aspects Reviewed	Points Allocated	Numerical Weight
1	Governance	5	4
2	Curriculum Content Design and Review	5	3.5
3	Student Admission, Progress and Achievements	5	4
4	Physical facilities	5	4
5	Teaching, Learning and Assessment	10	8
6	Student Support Services	5	3
7	Staff and Facilities	5	3
8	Research and Extension	5	3
9	Process Management for Continual Improvement	5	3.5
	Total	**50**	**36**

Rating Scale

Final Score	Overall Judgement
0-15	Unsatisfactory
16-25	Poor
26-35	Good
36-45	Very good
46-50	Excellent

Overall Judgment

Considering the judgments given for the different QA aspects, the Review Team is able to give an overall judgment is **Very Good (36/50)** for the Bachelor Business Administration at the University of Asia Pacific (UAP).

QA Expert (Foreign)	QA Expert (Local)	Subject Expert
Prof. Ir. Dr. Mohammad Yeakub Ali	**(Prof. Dr. Rafiqul Islam)**	**(Prof. Dr. Hasina Sheykh)**
Professor, Department of Manufacturing and Materials Engineering, Faculty of Engineering, IIUM, Malaysia	Director Institutional Quality Assurance Cell (IQAC), BUET & Professor Department of Naval Architecture and Marine Engineering, BUET, Dhaka	Professor, Department of Banking and Insurance, Faculty of Business Administration, University of Dhaka, Bangladesh

**Schedule of External Peer Reviewer Team (EPRT) Visit at the
Department of Business Administration (DBA), University of Asia Pacific (UAP)**

Event	Time	Description	Participants	Venue
Day 1: November 26, 2017				
01	09:00 a.m. – 09:30 a.m.	EPRT Meeting with IQAC	EPRT and IQAC	IQAC Office
02	09:30 a.m. – 09:45 a.m.	EPRT Meeting with SAC members	EPRT and SAC, DBA	IQAC Office
03	09:45 a.m. – 10:15 a.m.	EPRT Meeting for Team Leader Selection and Work Plan Finalization	EPRT	IQAC Office
04	10:15 a.m. - 11:15 a.m.	Presentation of SAR by SAC, DBA	EPRT, IQAC, SAC	DBA Conference Room
05	11:15 a.m. – 11:30 a.m.	**Tea Break**		DBA Conference Room
06	11:30 a.m. – 01:00 p.m.	EPRT Meeting with DBA Faculty	EPRT, DBA Faculty (excluding SAC)	DBA Conference Room
07	01:00 p.m. – 2:00 p.m.	**Lunch and Prayer Break**		DBA Conference Room
08	02:00 p.m. – 03:00 p.m.	EPRT Discussion with Students	EPRT, IQAC, SAC	DBA Seminar Room
09	03:00 p.m. – 03:30 p.m.	EPRT Discussion with Non-academic Staff	EPRT, Non-academic Staff	DBA Conference Room
10	03:00 p.m. – 04:00 p.m.	EPRT Meeting with DSW	EPRT, IQAC, DSW, SAC	DBA Conference Room
11	04:00 p.m. – 05:00 p.m.	Introduction of Physical Facilities & Co-curricular activities of DBA by SAC to EPRT	EPRT, IQAC, SAC	DBA and UAP City Campus
		Snacks and Closing of Day 1		

Event	Time	Description	Participants	Venue
Day 2: November 27, 2017				
01	09:30 a.m. – 10:00 a.m.	EPRT Meeting with SAC, DBA	EPRT, IQAC and SAC, DBA	IQAC Office
02	10:00 a.m. – 11:00 a.m.	Class Auditing	EPRT, IQAC	DBA
03	11:00 a.m. – 11:15 a.m.	**Tea Break**		DBA Conference Room
04	11:20 a.m. – 12:15p.m.	EPRT Meeting with Registrar & Controller of Exam (CoE), UAP	EPRT, Registrar, CoE, IQAC	VC's Conference Room
05	12:15 a.m. – 01:00 p.m.	EPRT Meeting with Honorable VC, Pro-VC, Treasurer of UAP	Honorable VC, Pro-VC, Treasurer, IQAC	VC's Conference Room
06	01:00 p.m. – 2:30 p.m.	**Lunch and Prayer Break**		DBA Conference Room
07	02:30 p.m. – 03:00 p.m.	Library Visit	EPRT, IQAC, Library Officials	Central and DBA Library
08	03:00 p.m. – 04:00 p.m.	EPRT Discussion with Alumni	EPRT, Alumni, DBA	DBA Conference Room
11	04:00 p.m. – 05:00 p.m.	EPRT Discussion with Employers	EPRT, Employers	DBA Conference Room
		Snacks & Closing of Day 2		

Event	Time	Description	Participants	Venue
Day 3: November 28, 2017				
01	09:30 a.m. – 11:00 a.m.	EPRT review of related documents as required	EPRT and SAC, DBA	DBA Conference Room
02	11:00 a.m. – 01:00 p.m.	Exit Report Preparation	EPRT	IQAC Office
03	01:00 p.m. – 2:30 p.m.	**Lunch and Prayer Break**		IQAC Office
04	02:30 p.m. – 03:30 p.m.	Exit meeting with Faculty Members and SAC	EPRT, SAC, DBA Faculty	DBA Conference Room
05	03:30 p.m. – 04:00 p.m.	Exit Meeting with IQAC	EPRT, IQAC	IQAC Office
		Tea Break and Closing of Day 3		