RASHID LATIF KHAN UNIVERSITY

35 KM Ferozepur Road, Lahore
A chartered University

Office of the Quality Enhancement Cell

Assessment Team – Findings

Program – BS Speech Language Pahology (SLP)

1. As per HEC, add Quran translation or Tafheem ul Quran.

2. Supervised clinical practices of the students in all basic domains are arranged. Logbooks for the student's performance record are used but it lacks clinical supervisor feedback and assessment documentation.

3. Committed faculty members holding appropriate academic and professional credentials are significant strengths of the department. However, expanding faculty development programs, research support and faculty mentorship are recommended.

4. Enhance faculty and student research output that contribute to the advancement of the field and community needs.

5. Provide opportunities for students to interact with other universities' students of the same discipline.

The program **BS Speech Language Pathology (SLP), APPROVED** with

RECOMMENDATIONS under **Judgement framework** for **PREE**

Arshad Mahmood Naz

Speech Therapist
King Edward Medical University

RUBRIC FOR PREE- AT

BS Speech Language Pathology (SLP)

Standard 1 – Program Mission, Objectives and Outcomes	Weight = 0.05	Weightage Standard 1
EOIs	Score 1-5	
1. Does the program have documented measurable objectives that support the institution mission statements?	5	
2. Does the Program have documented outcomes for graduating students?	5	
3. Do these outcomes support the Program objectives?	5	
4. Are the graduating students capable of performing these outcomes?	5	4.83
5. Does the department assess its overall performance periodically using quantifiable measures?	5	
6. Does the department take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience?	4	
Total Score Standard - 1	29	
Standard 2 – Curriculum Design and Organization	Weight = 0.20	Weightage Standard 2
EOIS	Score 1-5	
1. Is the curriculum consistent?	5	
2. Does the curriculum support the program's documented objectives?	5	
3. Are theoretical background, problem analysis and solution design stressed within the program's core material?	4	
4. Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies	4	
5. Does the curriculum satisfy the general education, arts and professional and other discipline requirements as laid down by the respective /accreditation bodies / councils?	5	19.00
6. Is the information technology component integrated throughout the program?	5	
7. Are oral and written skills of the students developed and applied in the program?	5	
8. Does university conduct feedback surveys each semester for each course from students and faculty?	5	
Total Score Standard - 2	38	
Standard 3 – Subject-specific facilities	Weight = 0.10	Weightage Standard 3
EOIS	Score 1-5	
1. Are Laboratory manuals/documentation/instructions for experiments are available and readily accessible to department and students?	4	
2. Are there adequate number of support personnel for instruction and maintaining the laboratories?	4	8.00
3. Are the the institution's computing infrastructure and facilities are adequate to support the program's objectives?	4	

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Total Score Standard - 3	12	
Standard 4 – Student advising and counselling	Weight = 0.10	Weightage Standard 4
EOIS	Score 1-5	
1. Are the modules are offered with sufficient frequency and number for students to complete the program in a timely manner?	5	
2. Are the modules in the major area of study are structured to ensure effective interaction between students, department and teaching assistants?	5	10.00
3. Does the guidance on how to complete the program are available to all students and access to academic advising must be available to make module decisions and career choices ?	5	
Total Score Standard - 4	15	
Standard – 5 Teaching faculty/staff	Weight = 0.20	Weightage Standard 5
EOIS	Score 1-5	
1. Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	4	
2. Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	4	
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	3	14.29
4. Do the majority of faculty members hold a PhD degree in their discipline?	2	
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	4	
6. Are there mechanisms in place for faculty development?	4	
7. Are faculty members motivated and satisfied so as to excel in their profession?	4	
Total Score Standard - 5	25	
Standard 6: Institutional policies and process control	Weight = 0.15	Weightage Standard 6
EOIS	Score 1-5	
1. Is the process by which students are admitted to the program are based on quantitative and qualitative criteria and clearly documented?	4	
2. Is the process by which students are registered on the program and monitoring of students' progress to ensure timely completion of the program are documented and this process is periodically evaluated to ensure that it is meeting its objectives?	5	
3. Is the process of recruiting and retaining highly qualified department members are in place and clearly documented? Also, processes and procedures for department evaluation, and promotion must be consistent with the institution mission statement. These processes must be periodically evaluated to ensure that they are meeting with their objectives	2	
4. Is the process and procedures used to ensure that teaching and delivery of module material to the students emphasises active learning and that module learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.	4	13.13

5. Is the process that ensures that graduates have completed the requirements of the programme are based on standards, and effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.	5	
6. Are Programmes produce information for external audiences about the learning opportunities they offer that is fit for purpose, accessible and trustworthy?	5	
7. Are Programmes produce information for students about the learning opportunities they offer that is fit for purpose, accessible and trustworthy?	5	
8. Are Programmes are managed to high ethical standards when dealing with faculty, staff, students and other stakeholders?	5	
Total Score Standard - 6	**35**	
Standard – 7 Institutional support and facilities	**Weight = 0.10**	**Weightage Standard 7**
EOIS	Score 1-5	
1. The institution have the infrastructure to support new trends such as e-learning?	4	
2. Does the library contain technical collection relevant to the program and is it adequately staffed?	4	7.33
3. Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	3	
Total Score Standard - 7	**11**	
Standard 8 – Institutional general requirements	**Weight = 0.10**	**Weightage Standard 8**
EOIS	Score 1-5	
1. Is the institution ensures that research degrees are awarded in a research environment that provides secure academic Precepts, standards and international best practices for doing research and learning about research approaches, methods, procedures and protocols, and which takes account of social and industrial needs?	5	10.00
2. Is this environment offers students quality opportunities and the support they need to achieve successful academic, personal and professional outcomes from their research degrees.	5	
Total Score Standard - 8	**10**	

OVERALL ASSESSMENT SCORE	86.58

Conclusion :

The BS SLP is a new program with having only three semster intake is doing well, generally the parameters and allied support is avaialable, with need to focus more on provisioning. **Chapter 8 score is generalised as this is under level 7 degree program.**

Recommendation:

1. As per HEC, add Quran translation or Tafheem ul Quran.
2. Supervised clinical practices of the students in all basic domains are arranged. Logbooks for the student's performance record are used but it lacks clinical supervisor feedback and assessment documentation.

3. Committed faculty members holding appropriate academic and professional credentials are significant strengths of the department. However, expanding faculty development programs, research support and faculty mentorship is recommended.
4. Enhance faculty and student research output that contribute to the advancement of the field and community needs.
5. Provide opportunities for students to interact with other universities' students of same discipline.

HoD/Incharge Program

AT Reviewer

NOTE:

Score = (Total value/total question x max weight 5)x 100 x weightage

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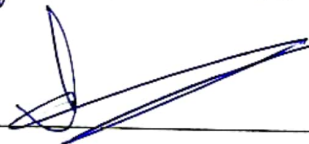**Office of the Quality Enhancement Cell**

2.10.2

IMPLEMENTATION PLAN IQA

PROGRAM BS Speech Language Pathology (SLP)

Implementation Plan Summary

AT Findings & Recommendations	Intended Corrective Actions	Intended Implementation Period	Responsible Body	Resources Needed
As per HEC, add Quran translation or Tafheem ul Quran.	Will incorporate according to HEC	Fall 2025	HOD SLP	Nil
Supervised clinical practices of the students in all basic domains are arranged. Logbooks for the student's performance record are used but it lacks clinical supervisor feedback and assessment documentation.	Will be added in logbooks from next semester.	Fall 2025	HOD SLP	Nil
Committed faculty members holding appropriate academic and professional credentials are significant strengths of the department. However, expanding faculty development programs, research support and faculty mentorship are recommended.	Faculty development program are already planned. In Summers, FDP will be arranged at University level. And	Spring 2025	HOD SLP	Yes

	specific department related will be arranged in Spring.			
Enhancing faculty and student research output contributes to the advancement of the field and community needs.	Research projects are already in pipeline with two different universities.	Spring 2025	HOD SLP	Yes
Provide opportunities for students to interact with other universities' students of the same discipline.	Faculty and students will be encouraged to participate in workshops, seminars and conferences in different universities for learning and interaction.	Spring 2025	HOD SLP	Yes

Chairman's Comment
Name and Signature After reviewing the PREE findings, a strategic Implementation plan has been developed which will be executed within proposed timeline.

Dr. Atia Ur Rehman
Associate Professor
Principal AHS-RLMC RLKU
Consultant Speach and Language Pathologist

Dean's Comment
Name and Signature

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| QEC Office Comment Name and Signature | The department put their professional input and did their best to completed the "PREE" ~ "GOOD WORK"

Director
Quality Enhancement Cell
Rashid Latif Khan University, Lahore

ALI RAZA PURVSAL |