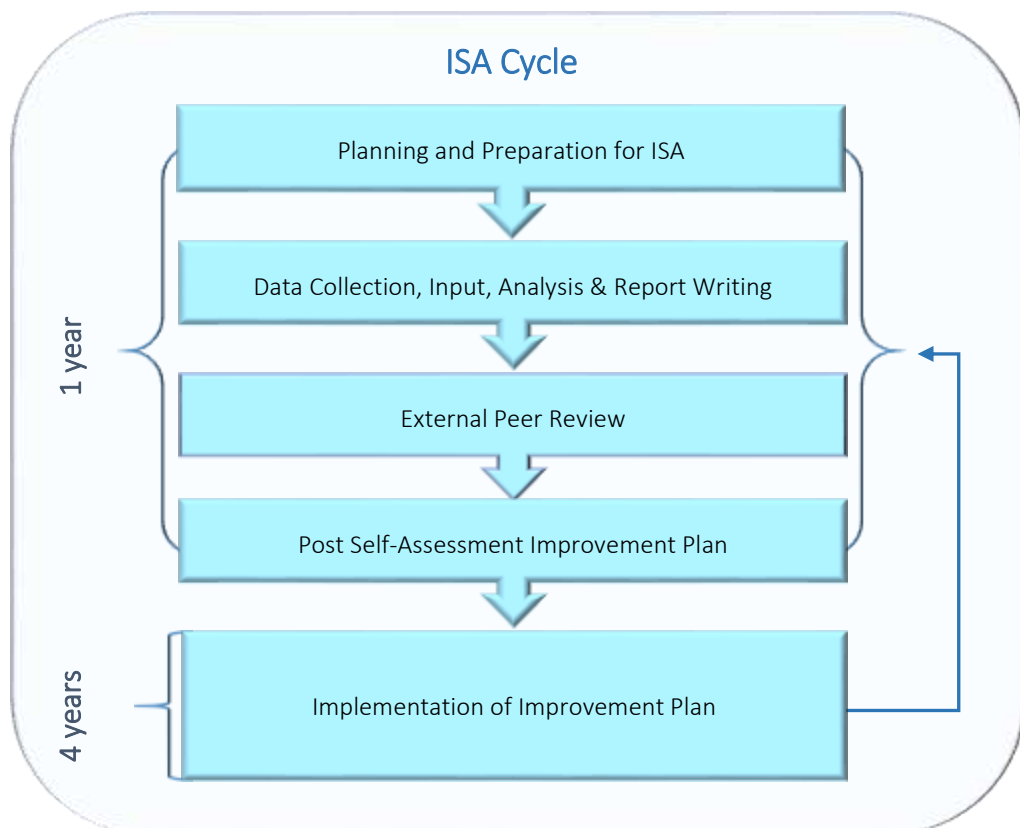


1.1 What is Post Self-Assessment Improvement Plan?

Institutional self-assessment is usually followed by an institutional improvement plan known as Post Self-Assessment Improvement Plan (PSAIP) that the institution will implement in the coming years by undertaking interventions in light of the recommendations made in the ISAR and EPRR. Self-assessment and the preparation and implementation of an improvement plan occur in a cyclic order at certain intervals, most commonly in a 5-year cycle—one year for self-assessment and preparation of improvement plan and four years for implementation of the plan. After the implementation of the plan, the institution should go for the next cycle of self-assessment for assessing to what extent the objectives of ISA have been achieved, i.e. institutional effectiveness and quality of education have improved. By this time, new changes related to stakeholders' needs and new challenges might have emerged in the higher education sector, so every new cycle of ISA must address these emerging needs and challenges.

Figure 5: ISA Cycle



1.2 Objectives of PSAIP

The immediate objective of PSAIP is to overcome the weaknesses of the institution "using the strengths and opportunities identified through a comprehensive self-assessment and peer review process" (HEQEP, 2016), and the ultimate goal is to prepare the institution for accreditation. PSAIP serves as a living document for a higher education institution that guides its day-to-day activities as well as major developmental initiatives. It therefore aims at contributing to the institution's efforts for continuous quality improvement and monitoring.

1.3 What does a PSAIP Contain?

The objectives of ISA can be accomplished by developing a well-formulated PSAIP and its successful implementation within the projected timeframe. However, success depends on commitment and cooperation from all the internal and external actors. It is also important to monitor and track the progress of implementation, identify challenges and take remedial measures to ensure timely implementation of the plan. A well-formulated improvement plan should include the following key components:

- (a) An explanation of the background, context and rationale behind the development of the plan, i.e. relating it to the context, objectives and outcomes of ISA and EPR, and also the requirements set by any legal framework and relevant national policies;
- (b) Statement of the strategic objectives of the PSAIP;
- (c) Statement of the current situation of the institution as identified in the ISAR and EPRR;
- (d) Priority-based targets, along with a projected timeframe, on the basis of the recommendations provided in the ISAR and EPRR and aligned with ISA standards and criteria;
- (e) Proposed interventions to accomplish the targets;
- (f) Budgetary implications regarding the resources needed to implement the proposed interventions, indicating estimated amount and possible sources;
- (g) A monitoring framework indicating annual, mid-term and end of program review mechanism that specifies milestones, performance indicators for measuring progress in achieving the objectives, verification method and reporting method;
- (h) Identification of the key actors and their roles and responsibilities in the implementation, monitoring and follow-up process; and
- (i) Identification of the limitations and potential challenges, along with adaptation plans to address them.

A template along with guidelines for writing PSAIP is given in Annex 11. The colleges will follow the template in developing their respective PSAIPs. Further guidelines will also be provided through workshops.

1.4 Technical Support from PMU for Preparing PSAIP

When a college has its ISAR and EPRR in hand, it can decide the next course of action for quality improvement on the basis of the recommendations made in these two documents. At this stage, each college will organize an internal workshop on preparing PSAIP involving the internal stakeholders, and if possible, some relevant external stakeholders. PMU will

provide technical support to the colleges by supplying necessary tools and sending experts for explaining the technicalities of preparing PSAIP in the internal workshop related to it.

1.5 Consulting Internal and External Stakeholders

The Institutional Self-Assessment Committee (ISAC) of a college is responsible for preparing PSAIP in consultation with all the relevant stakeholders. PSAIP includes time-bound targets along with proposed interventions, financial implications, lead roles and supervisory roles in the implementation process and obligation for monitoring and evaluation of progress and reporting at intervals. ISAC alone cannot decide all these critical and sensitive matters. Relevant internal stakeholders, and in some cases, some external stakeholders need to be consulted before formulating and finalizing these technical aspects of PSAIP. On the other hand, everyone concerned should be briefed how the college will be benefitted by formulating and implementing the improvement plan what role they will have to play in the implementation process.