



Review of Institutional Performance and Enhancement (RIPE)

Introduction:

The **Review of Institutional Performance and Enhancement (RIPE)** initiated by the Higher Education Commission (HEC) serves as a structured quality assurance mechanism to evaluate institutional effectiveness, governance, and academic standards. Each review cycle requires universities to conduct evidence-based self-assessment and submit findings aligned with HEC's Quality Assurance Framework (PSG-2023). Institutions are mandated to prepare an Implementation Plan for the review outcomes, specifying targeted actions, responsible stakeholders, and measurable timelines. Progress is monitored quarterly, with documented improvements reported to IQC/QEC, thereby embedding accountability, transparency, and continuous enhancement across academic and administrative units. This process strengthens institutional credibility, ensures compliance with national standards, and fosters a culture of sustainable improvement in higher education.

Objectives:

- i. The autonomy of an institution for its academic activities is honoured
- ii. Reviews should be concerned with how institutions maintain academic standards
- iii. Reviews focus on how institutions assure the quality of academic provision
- iv. Reviews should promote continuous improvement, enhancement and innovation
- v. Through effective feedback, reviews should provide opportunities for institutions to learn from the process
- vi. Quality reviews assess the operation of quality assurance processes as well as outcomes for students and staff
- vii. Review panels are composed of peers with the expertise to comment based on their experience in other institutions
- viii. Reviews are evidence-based
- ix. Through participation in the review process, the quality culture within institutions should be strengthened
- x. Quality is everyone's responsibility – that includes Heads of Institution, Deans, HODs, academic and professional support leaders, academic staff and students
- xi. Reviews should reflect the needs of students, society and the labour market.

RIPE Standards:

STRATEGIC DEVELOPMENT	Standard 1	Vision, mission, goals and strategic planning
	Standard 2	Governance, leadership and organization
	Standard 3	Institutional resources and planning
	Standard 4	Audit and finance
	Standard 5	Affiliated colleges/institutions
	Standard 6	Internationalization of higher education and global engagement
ACADEMIC DEVELOPMENT	Standard 7	Faculty recruitment, development and support services
	Standard 8	Academic programs and curricula
	Standard 9	Admission, progression, assessment, and certification
	Standard 10	Student support services
	Standard 11	Impactful teaching and learning and community engagement
	Standard 12	Research, innovation, entrepreneurship and industrial linkage
INSTITUTIONAL DEVELOPMENT	Standard 13	Fairness and integrity
	Standard 14	Public information and transparency
	Standard 15	Institutional effectiveness, quality assurance and enhancement
	Standard 16	CQI and cyclical external quality assurance

QEC, University of Buner carried out Self-RIPE activity for the year 2025, with the aim of enhancing quality assurance mechanism across the institute and enabling academic and non-academic departments to critically evaluate their standing in the face of the emerging quality challenges at national and international level.

The comprehensive review report for Self-RIPE 2025 is enclosed for the information basis and that QEC is committed to improve the quality culture of the University of Buner.



UNIVERSITY OF BUNER

SELF REVIEW OF INSTITUTIONAL PERFORMANCE & ENHANCEMENT (RIPE) REPORT, 2024-25

Introduction

The evaluation was carried out on 16-18 June 2025 under revised Pakistan Precepts, Standards and Guidelines for Quality Assurance in Higher Education (PSG-2023). Review of Institutional Performance and Enhancement (RIPE) that encompasses sixteen standards to evaluate an HEI's performance. These are.

- Standard 1: Vision, Mission, Goals and Strategic Planning
- Standard 2: Governance, Leadership and Organization
- Standard 3: Institutional Resources and Planning
- Standard 4: Audit and Finance
- Standard 5: Affiliated Colleges/Institutions
- Standard 6: Internationalization of Higher Education and Global Engagement
- Standard 7: Faculty Recruitment, Development and Support Services
- Standard 8: Academic Programs and Curricula
- Standard 9: Admission, Progression, Assessment, and Certification
- Standard 10: Student Support Services
- Standard 11: Impactful Teaching and Learning and Community Engagement
- Standard 12: Research, Innovation, Entrepreneurship and Industrial Linkage
- Standard 13: Fairness and Integrity
- Standard 14: Public Information and Transparency
- Standard 15: Institutional Effectiveness, Quality Assurance and Enhancement
- Standard 16: CQI and Cyclical External Quality Assurance

The judgment framework of RIPE defines four levels - Effective, Progressive, Ineffective, and Unclassified - for categorizing HEIs based on their performance against the standards. Following is assessed to determine the category level of an HEI.

- i. Policies exist against each requirement of all standards
- ii. Policies are developed through consultative mechanisms
- iii. Policies are approved through provided statutory processes
- iv. Policies are widely disseminated among all relevant stakeholders
- v. Policies are implemented through effective arrangements/Engagements

Prior to the RIPE committee visit, the University provided Institutional Performance Report (IPR) which was prepared based on the guidelines provided by the HEC under revised QA framework. This included a series of answers to the questions related to each of the sixteen standards.

During the visit to the University the RIPE committee physically examined the infrastructural facilities, acquainted itself with the institutional resources and held discussions with the faculty members, administrative officials and students. The prepared IPR facilitated the job of the Review Panel to a good extent.

EXECUTIVE SUMMARY

The University of Buner is a large sized general as well as technical University with a tremendous history. University kept on continuously growing since its inception. The university offers programs in assorted academic specializations and cover a larger geographical zone in Pakistan not only in the number of students but also in academic programs, disciplines, faculties and departments. Appropriate infrastructure, Integration of Information Technology with university administrative and academic constituents, a great number of faculty are the key strengths of the university.

University, having almost 2,300 plus active enrolment at graduate & undergraduate levels. The university portfolio of 02 Faculties and 16 teaching Departments, offering 23 plus programs both at undergraduate and graduate level, almost 70 faculty members 21 being PhDs & almost 110 administrative & support staff reflect the diversification of knowledge being imparted in the University. Lots of facilities for students in terms of extracurricular as well as in terms of financial assistance have been provided. Students Societies are very active. Library, Medical Facilities, Transport System and University Guest house / hospitality providing adequate support to the students, faculty and staff.

All observations for each expected outcome indicator standard wise highlighted using a colour scheme provided in the legends: Green for excellent, Blue for progressive, Yellow for adequate needs improvement, and Grey for requiring significant improvement.

LEGENDS

-  = *SIR (Significant Improvement Required)*
-  = *AIR (Adequate Improvement Required)*
-  = *Progressive/LIR (Limited Improvement Required)*
-  = *Effective/EIR (Effective Improvement Retained)*

Standard 01: Vision, Mission, Goals, and Strategic Planning

Sr. #	Expectation Outcome Indicators (EOIs)	Grading	Observations/ Corrective Action
I.	Institution's vision and mission are conceived and developed in consultation with the broader stakeholders.		The vision, mission, and value statements of the University, officially formulated and documented through consultative mechanisms and thus approved. These statements will be reviewed after five years. The University's vision and mission are not displayed in the Vice Chancellor's Secretariat, the Admin Block, and main. Prominent locations.
II.	Institution's vision, mission and goals are consistent with the provisions in the charter, including territorial and academic jurisdictions.		The goals of the University were outlined but currently, there are no defined goals for the University. The University's vision and mission align with its charter, addressing the educational needs vast areas of disciplines offered. The University provides a broad array of academic programs and research opportunities across various disciplines, adhering to both national and international standards.
III.	Ensure that the institution's mission and goals serve as the foundation for all its activities.		Vision and mission are largely based on development of teaching, research, innovation, service and community engagement activities.

			These statements will be reviewed after five years.
IV.	Have strategic planning to drive all the activities of the institution and provide directions for future of the HEI, including resource allocation priorities, and develop a relevant, effective and coherent ecosystem for excellence.		The University has proposed a business plan for 2022-2027 and is in the pipeline. The plan clearly outlines allocation priorities and establish an effective strategy to address future needs of the university.
V.	Maintain a well-documented strategic plan linking institutional vision and mission to that of faculty and departmental level, ensuring effective implementation through defined SMART goals and key performance indicators (KPIs).		While some departments have strategic plan documents, it is essential for every department and faculty to develop their own strategic plans. These plans must be aligned with the university's vision and mission to ensure cohesive and unified progress across all levels of the institution. Furthermore, all Departments of the university should have continuous quality improvement plan.
VI.	Practice an effective approach to the planning and evaluation of its provision, including the management of its academic resources appropriate to the needs of its students and its wider group of stakeholders.		The university is taking significant leap towards management of academic avenues aligned with the emerging trends in the higher education arena.
VII.	Convey the importance of the systematic evaluations of mission, goals and strategic planning to inform decision making by ensuring stakeholders are well informed.		Linkage of surveys and course learning outcomes with the vision and mission of the university is in place. However, SOPs development for systematic evaluations and its implementation through effective

			arrangements is required.
	Overall		Progressive

Standard 02: Governance, Leadership, and Organisation

Sr. #	Expectation Outcome Indicators (EOIs)	Grading	Observations/ Corrective Action
I.	Ensure that the system of organisation and governance in the university is responsive to the present and future needs of the organisation.		Keeping in view the present and future needs, Governance system (Academic & Non academics) of the university was revised and approved by the management and organizational structure is yet to be approved by the VC.
II.	Ensure that the system of organisation and governance is consistent with the power and functions and other requirements given in the charter and statutes, rules, regulations and policies.		All statutes, rules, regulations, and policies are aligned with the university's charter, ensuring they are consistent with its powers and functions.
III.	Ensure that the system of organisation and governance exercises prudence in policy development and decision-making processes in the best interests of all the stakeholders in general, and that of students in particular.		Currently, no student and no club exists at different levels and there is no involvement of students or alumni from the student council in policy development and decision-making processes. Incorporating their participation could be highly beneficial.
IV.	Ensure that the system of organisation and governance has elements of good governance such as rule of law, accountability, effectiveness and efficiency, transparency, equity, and inclusion.		The university of Buner has a robust approach towards accountability and keeping strict vigilance on internal matters of concern. The rule of law is kept upheld without any discrimination.

V.	Create and sustain an environment which enables teaching, learning and scholarship that promotes high-quality teaching and learning and promotes genuine, impactful research culture.		Improvement is desired in the research facilities and financial support for such research activities to promote genuine and impactful research culture. However, SOPs/strategies need to be developed to promote impactful research.
VI.	Create and sustain an environment which promotes provision that is appropriate to the surrounding industry and the aspirations of its students.		The University has established connections with the Chamber of Commerce and signed multiple MoUs with relevant local industries. However, more MoUs are needed to enhance opportunities and support for students regarding internships and placements. Concrete steps are needed to implement the MoUs to ensure meaningful collaboration and impact. Furthermore, an internship policy aligned with the Undergraduate Education Policy should be developed.
VII.	Create and sustain an environment which enables the effective functioning of all programmes and enables students to progress and achieve their learning objectives.		The academic environment is conducive to the development of the fresh minds and is effectively helping the students to chalk out their future with the institution's support
VIII.	Create and sustain an environment in which students and other stakeholders participate in the governance system.		Currently no mechanism exists. Directorate of student's affairs and Alumni may take initiative to achieve the desired outcome.

IX.	Have leadership that focuses on improving faculty's subject and pedagogical knowledge to enhance the teaching of the curriculum and the appropriate use of assessment; the practice and subject knowledge of staff are built up and improve over time.		The vice chancellor in tandem with QEC is keen to improve the faculty stature and is taking steps for capacity building accordingly.
X.	Have leadership that aims to ensure that all learners complete their programmes of study; they provide the support for faculty and staff to make this possible.		The University offers admission twice a year, with all courses being offered regularly. Sufficient faculty and staff are available to help and support students in completing their degrees on time.
XI.	Have leadership that engages effectively with students and wider stakeholder groups.		Publicity efforts should be increased to enhance visibility and impact across broader sections of society. SOPs for inviting guest speakers from relevant industries have been notified. More guest speakers from relevant industries may be invited to deliver lectures.
XII.	Have leadership that engages with their faculty and staff and are aware and take account of the main pressures on them; they are realistic and constructive in the way that they manage faculty and staff, including their workload.		Regular meetings between VC Chairpersons, HoDs and faculty concerned should be scheduled to gather constructive feedback from faculty and staff.
XIII.	Have well-defined institutional mechanism to make each non-academic/service departments-including Registrar's office, library, examination department, student affairs, career counselling, IT department, transportation department, hostel management, cafeteria management - conduct well-structured surveys to get students and faculty feedback and to improve their services based on the feedback provided by the stakeholders.		To enhance service delivery quality of non-academic department, an annual survey should be conducted to gather feedback from faculty and students. An analysis report should be prepared to inform academic and service departments, enabling them to improve their services based on stakeholder feedback.

XIV.	Have a well-thought-out business automation and digital transformation policy and process to increase institutional productivity and efficiency and to provide quality services to stakeholders in general, and students in particular.		Different steps need to be taken to achieve the desired results and digital transformation. Integration approach is needed to on board all stakeholders for efficiency and effectiveness.
Overall			Progressive
Standard 03: Institutional resources and planning			
Sr. #	Expectation Outcome Indicators (EOIs)	Grading	Observations/ Corrective Action
I.	Have a strong institutional mechanism to plan, develop and review the available infrastructure, and other academic or non-academic resources to ensure the availability of adequate means and arrangements to enable students to develop their academic, personal and professional potential.		The planning and development section should assess the adequacy of infrastructure and other academic and non-academic resources to meet current and future needs, and subsequently prepare the university's strategic plan document.
II.	Have institutional policies and mechanisms for infrastructure planning, development, execution, monitoring and evaluation.		Being a public sector university, mostly funded by the government the University has a Campus Development Committee for revising the campus master plan. However, infrastructure planning and development policies, including smart building and green campus components, still need to be established.
III.	Have adequate and readily accessible academic and non-academic resources to provide quality learning opportunities to all students and to allow them to complete their studies.		Resources are available to support both academic and non-academic activities, but there is a need for rational allocation of

			these resources under specific regulations.
IV.	Haveadequateandreadilyaccessibletechnological/virtualresources thatenable students to achieve their learning objectives.		UoB provides students with adequate and readily accessible technological and virtual resources that facilitate the achievement of their learning objectives. These resources include state-of-the-art computer labs, online learning platforms, digital libraries, and smart classrooms, ensuring that students have the tools they need for academic success.
V.	Demonstrateeffectiveandefficientutilisationandcontinueddevelopmentofthese resources to enable students to achieve their learning objectives.		HEC Pern facility is available, and WiFi is provided throughout the campus. LMS is deployed,
VI.	Createandsustainanenvironmentinwhichstudentsandotherstakeholderscan give feedback about the resources used for teaching and learning.		Feedback from stakeholders, including students, faculty, employers, and alumni, is collected and analysed annually / biannually.
VII.	Have institutional policies with well-defined SOPs for procurement of goods and services that are consistent with the relevant rules and law of the land. Such a policyshouldensurethattheprocurementsareconductedinafairandtransparent manner, the object of procurement brings value for money and the procurement process is efficient and economical.		Established rules are followed during procurement, with different committees in place for purchasing scientific and general items, as well as an inspection committee. A policy /SOPsshould ensure that the procurements are conducted in a fair and transparent manner, the object of procurement brings value for money and the procurement process is efficient and economical.

VIII.	Have a well-thought-out policy to generate alternative revenue through taking advantage of local industries(if any),offering corporate training programmes, micro credentials and alumni engagement, and so on.		Alternate revenue sources should be developed by leveraging local industries through ORIC's commercialization policy, involving University alumni via the Alumni Office, and engaging donors through the Fundraising Directorate. In addition to that the Training & Development Section, Executive Training Centre, and Teacher Training Centre offer corporate training programs.
Overall			AIR

Standard 04: Audit & Finance

Sr. #	Expectation Outcome Indicators (EOIs)	Grading	Observations/ Corrective Action
I.	Operate a financially robust plan which balances income and expenditure to create an annual surplus.		The budget serves as the financial planning document for the university. However, given the financial constraints the university is facing, there is a need to shift towards long-term financial planning. This approach aims to ensure the future financial sustainability and viability of the university.
II.	Produce robust financial forecasts based on sound strategic planning which ensures the future financial viability of the institution.		Actual and factual financial forecasting, rooted in sound strategic planning, is essential for ensuring the financial viability of the university.
III.	Operate rigorous and independent scenario and contingency planning to ensure that sustainable levels of cash-flow and investment are maintained		Finance & Planning Committee should meet twice in a year (January

			and July) to know the financial health of the university and biannual financial statements should be presented to syndicate.
IV.	Operate a funding system that provides value for money and works for students.		Embrace innovative funding models and adapt to changes in educational needs and external funding opportunities to better serve students.
V.	Have a well-thought-out policy to maintain and grow an endowment fund (private sector HEIs).		Being a public sector university, adhering to all procedural formalities.
VI.	Provide at least 10% of students with financial support; fee exemptions and scholarships on a need's basis.		The Directorate of Financial Assistance needs to expand the number of scholarships by engaging local industries and donors, and to propose initiatives under the Quarz-Hassna scheme to aid needy students.
VII.	Have well-defined policies and/or institutional mechanisms for its annual accounts to be audited by competent auditors		Regular pre-audits are conducted in the university's daily operations; however, a significant number of audit observations have been noted. The University has set up an Internal Audit Directorate to ensure transparency, but it requires further strengthening.
Overall			Progressive

Standard 05: Affiliated Colleges/Institutions

Sr. #	Expectation Outcome Indicators (EOIs)	Grading	Observations/ Corrective Action
I.	Have a strategic approach to delivering learning opportunities with others;		The University of Buner has given affiliation to seven

	appropriate levels of resources (including staff) are committed to the activities to ensure that the necessary oversight is sustained		colleges and all are run under its remit. Robust system is in place for inspection visits and checking academic quality.
II.	Have policies and procedures to ensure that there are adequate safeguards against financial impropriety or conflicts of interest that might compromise academic standards or the quality of learning opportunities; consideration of the business case is conducted separately from approval of the academic proposal		Conflict of interest policy may be developed and get it approved from syndicate
III.	Have governance arrangements at appropriate levels for all learning opportunities which are not directly provided by the university; arrangements for learning to be delivered, or support to be provided, are developed, agreed and managed in accordance with the formally stated policies and procedures of the university		Affiliation is granted to any institute or college based on specific prerequisite conditions, which vary depending on the program. To support affiliated colleges, formal policies and procedures should be established to facilitate the sharing of academic resources.
IV.	Assess risks of each arrangement to deliver learning opportunities with others at the outset and reviewed subsequently on a periodic basis; appropriate and proportionate safeguards to manage the risks of the various arrangements are determined and put in place		Risk assessment at institutional level should be conducted in this regard, keeping in view severity and frequency of associated risks, followed by development & implementation of significant risks' mitigation plan
V.	Have a written and legally binding agreement, or other document, setting out the rights and obligations of the parties, which is regularly monitored and reviewed; it is signed by the authorised representatives of the university before the relevant activity commences		Affiliated colleges must adhere to specific terms and conditions for operation, and violations of these rules can result in disaffiliation. If any college reports mismanagement, the affiliation committee conducts sudden/surprise visits and takes necessary actions within the legal framework binding the parties involved.

VI.	Take responsibility for ensuring that it retains proper control of the academic standards of awards where learning opportunities are delivered with others; no serial arrangements are undertaken without the express written permission of the university, which retains oversight of what is being done in its name		The university is focusing to uphold the criteria of standardization and is leaving no room for error in this regard.
VII.	Retain responsibility for ensuring that students admitted to a programme who wish to complete it under their awarding authority can do so if the college withdraws from an arrangement or if the university decides to terminate an arrangement		If a college withdraws from an arrangement or if the university decides to terminate it, the students in that program will be transferred to other colleges to ensure they can complete their degrees.
VIII.	Ensure that the standards of any of its awards involving learning opportunities delivered by others are equivalent to the standards set for other awards that it confers at the same level; they are also consistent with Pakistani national requirements		All programs offered by the university are approved by the Pakistan Qualification Register (PQR) and meet the requirements of the respective accreditation councils. The university grants affiliation only for those programs that it offers and that comply with Pakistan's national requirements.
IX.	Fulfil the requirements of any accreditation council or professional, statutory and regulatory body that has approved or recognised the programme or award, in relation to aspect so fits delivery and any associated formal agreements; the status of the programme or award in respect of accreditation council recognition is made clear to prospective students		Prior approval from the respective council is required to initiate programs where accreditation is mandatory. However, Programs under the purview of the National Computing Education Accreditation Council, National Accreditation Council for Teacher Education, and National Business Education Accreditation Council are granted provisional affiliation as accreditations from these councils are voluntarily not mandatory.

X.	Approve module(s) and programmes delivered through an arrangement with another college through processes that are at least as rigorous, secure and open to scrutiny as those for assuring quality and academic standards for programmes directly provided by the university		The quality check is in place in the form of QEC office regular vigilance on the avenues of benchmarks alignment and standardization. The matter is dealt with strong focus on quality and academic standards.
XI.	Ensure that colleges involved in the assessment of students understand and follow the assessment requirements approved by the university for the components or programmes being assessed to maintain its academic standards		Under the HEC World Bank project, Quality Enhancement Cell for Affiliated Colleges (QECACs) unit has been established within the QEC. This unit is tasked with monitoring the academic activities of colleges at both program and institutional levels. College based QEC focal persons have been nominated, necessary trainings on QA matters to QEC focal person have been provided. In the initial phase, all affiliated colleges offering 16- and 17-year BS programs are undergoing self-assessment exercises. Additionally, capacity building for college faculty and staff is being conducted, along with orientation on quality assurance matters to maintain academic standards. So far, cluster-based orientation sessions on quality assurance have been conducted, and 37 self-assessment reports from various colleges have been compiled and are in the process of

			continuous quality improvement. There is a need to strengthen and accelerate the activities of the QECAC unit.
XII.	Ensure that modules and programmes offered through other colleges are monitored and reviewed through procedures that are consistent with, or comparable to, those used for modules or programmes provided directly by them		Feedback from students, faculty, and alumni should be collected and analysed by QECACs for each affiliated college. The online feedback module currently used for on-campus faculty, students, alumni, and employers should be adapted for collecting feedback from the faculty, students, and alumni of affiliated colleges.
XIII.	Ensure that they have effective control over the accuracy of all public information, publicity and promotional activity relating to learning opportunities delivered with others which lead to their awards.		The university has adopted the Right to Information (RTI) Act 2013. All rules, regulations, statutes, public announcements, and the composition of committees and curricula are available on the university's website. Additionally, social media is frequently used to ensure a smooth flow of information to stakeholders.
Overall			Progressive

Standard 06: Internationalization of higher education and global engagement

Sr. #	Expectation Outcome Indicators (EOIs)	Grading	Observations/ Corrective Action
I.	Make formal institutional collaborations and agreements with similar international universities; such collaborations may include, for example, faculty, student exchange programs, staff/statutory position experience exchange programmes, collaborative research, academic improvement, improving governance and QA mechanisms		Collaborations have been made but are very limited. Significant improvement is required to develop impactful collaboration for students and faculty exchange programs that

			promote and enhance research culture. Furthermore, MoUs with similar international universities for improving governance and QA mechanisms may be initiated.
II.	Take initiatives and support QA/QEC/IQAE to bring international best practices into the university processes through physical/virtual participation in the international relevant QA networks, seminars, workshops, training, and soon, and such learning outcomes should not only be shared with the rest of the stakeholders but also bring in practice through relevant policies		University is working on to become part of Talloires Network of Engaged Universities, on community engagements. The process is under due consideration.
III.	Prepare the institution to get the programmes/institution accredited by the international accreditation agencies		The university is in the process of stepping into collaborations with international bodies.
IV.	Encourage students and faculty in academic mobility by supporting such international student/faculty exchange opportunities		Limited international student/faculty exchange opportunities exist.
V.	Have institutional mechanism to accept international students and international credit transfers in consultation with HEC and relevant authorities		Need focus to develop Prospectus for International students and place it on the website. To attract international students, the Directorate concerned should develop a policy for accepting international students and facilitating international credit transfers in collaboration with HEC and relevant authorities.
VI.	Have well-defined institutional mechanisms to encourage students to benefit from MOOCs (massive, open, online courses) in their relevant disciplines, including giving such accomplishments due credit as per institutional policy		Massive, open, online courses (MOOCs) encourage students. Directorate of Academics may establish a policy giving such

			accomplishments due credit
VII.	Prepare and participate in various universities' ranking initiatives.		The university actively participates in various international rankings and has achieved prominent positions in many areas.
Overall			Adequate improvement required

Standard 07: Faculty recruitment, development and support services

Sr, #	Expectation Outcome Indicators (EOIs)	Grading	Observations/ Corrective Action
i.	Ensure that it recruits, retains and develops a body of faculty that could serve the institutional purpose of providing: i. Quality learning opportunity for the students ii. Research contributions that serve the community and the country		Faculty recruitment policy is currently lacking and recruitment procedure is guided by the universities Act and Model statutes.. This policy should include provisions for faculty training, development, and retention, and these elements should be integrated to ensure coherence.
I.	Have well-defined institutional policies and mechanisms to ensure all new recruits have mandatory pre requisites, such as good communication skills and pedagogical skills to be demonstrated with a presentation to the selection board or relevant committee		A comprehensive recruitment policy is currently lacking. The policy should require all new recruits to have mandatory prerequisites, including good communication and pedagogical skills, demonstrated through a presentation to the selection board or relevant committee. Additionally, mandatory training for faculty on recruitment should be included as part of the recruitment process.
II.	Have well-defined institutional policies to provide orientation to ensure all the faculty members have mandatory advance knowledge of the university governance structure, all the provisions in the charter/act, statutes, rules and regulations, and		To familiarize faculty members with the governance structure and all provisions in the

	good communication skills and pedagogical skills, for effective teaching and assessment		charters and statutes, a training session should be organized.
III.	Provide necessary support and facilitation to the faculty that include mechanisms to continuously provide training and capacity building of the faculty		Capacity building training calendar for Faculty may be prepared by concerned department
IV.	Have a institutional mechanism to provide necessary facilities and support to the faculty in career development and retention of quality faculty		Various facilities provided to support and retention of faculty
V.	Assure the competence of the teachers and staff qualifications		Eligibility criteria is defined in term of qualification and experience
VI.	Assure the relevant teaching and industrial experience, exposure of the teaching faculty		For industrial experience exposure of teaching faculty ORIC should develop a policy guideline
VII.	Ensure the availability of an adequate number of relevant and qualified full-time faculty members against each academic programmes as per international best practices and HEC guidelines.		Some departments have an adequate student-teacher ratio, while others have a very low number of students.
Overall			Progressive

Standard 08: Academic programs and curricula

Sr. #	Expectation Outcome Indicators (EOIs)	Grading	Observations/ Corrective Action
I.	Establish transparent and comprehensive academic frameworks and regulations to govern how they award academic credit and qualifications.		A credit transfer policy with in-country/ migration policy exists
II.	Ensure the academic programmes and curricula have elements that support students to learn and excel the subject skills that could make the qualification at par with that of similar international qualifications.		The university curricula and programmes are ripped with policies and systematic processes that are a guiding force for exchange programs with other universities.
III.	Have institutional mechanisms to ensuring availability of adequate number of relevant and qualified full-time faculty members against each academic programme.		Some departments have an adequate student-teacher ratio, while others have a very low number of students.

IV.	Provide a supportive environment for faculty, staff evaluation, development and progression, the sharing of good practice, innovative teaching and scholarly activity.		Research incentive for BPS and Performance based research increment for TTS faculty and Best research awards introduced by the University. Furthermore, University Best teacher awards has also been introduced.
V.	Inculcate universal academic skills such as critical thinking, creativity, collaboration, communication and commitment.		All these subjects have been introduced at undergraduate level and part of degree programs in the university.
VI.	Develop clear policies and procedures for each programme and qualification that they approve which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.		SoPs may be developed for incorporation of Feedback report analysis from students, alumni, and employers into teaching practices and curricula through BOS.
VII.	Establish and consistently improve implementation processes for the approval of taught programmes and research degrees that ensure that academic standards are set at a level which meets the required threshold of the National Qualifications Framework of Pakistan and similar international best practices and are in accordance with its own academic frameworks and regulations.		Most programs are approved in the Pakistan Qualification Register (PQR) maintained by HEC; however, many programs launched after 2019 at the main campus as well as affiliated colleges, are not on the approved PQR list.
VIII.	Ensure that rigorous processes for the monitoring and review of programmes are implemented which explicitly address whether the Pakistan threshold academic standards/qualification framework are achieved and whether the academic precepts required by the individual institution are being maintained that include institutionalisation of programme self-assessment mechanisms such as self- assessment reports (SAR).		Each program goes under way through self-assessment cycle. Many programs have gone through its 3 rd round of assessment. The same exercise has been deployed in sub campuses of the university
IX.	Have a mechanism to regularly evaluate the quality of the curricula and system of evaluations vis à vis learning outcomes of the programme and generate a programme-wide report for		QEC has been working aggressively in self-assessment mode, but beyond the program-

	continuous improvement; that includes conducting self- program review for effectiveness and enhancement (Self-PREE).		level self-assessment exercise, there is a need for continuous quality improvement (CQI) at the department level. This involves generating a program-wide report for continuous improvement, including conducting self-program reviews for effectiveness and enhancement (Self-PREE).
X.	Automate the mechanism of collecting, reviewing and analysing periodic data to track the achievements of graduates and maintain reliability and validity of the result, the system of the exam, and the testimony about the students' skills and competence.		Various modules have been automated to collect, review, and analyse periodic data to track the achievements of graduates to maintain reliability and validity of the results
XI.	Ensure that programmes are designed so that the student learning experience enables students to meet the objectives set for them, including the intended learning outcomes.		Most of the academic programs are having learning objectives that are carved out according to their aptitude development and gaining the requisite capacity building in their learning journey.
XII.	Ensure that programmes are designed so that they meet the needs of students, employers and wider society		Feedback from faculty course review reports is implemented, but employer feedback reports are not available. Recommendations from both stakeholders should be obtained and incorporated during the curriculum revision process, ensuring it reflects feedback received from students and employers.
XIII.	Ensure that qualifications resulting from a programme be clearly specified and communicated and refer to the correct level of the National Qualifications Framework for higher education.		All degree programs offered by the University and its affiliated colleges

			adhere to the National Qualifications Framework guidelines, meeting the minimum criteria prescribed by HEC and respective accreditation councils. However, some degree programs of affiliated colleges are not approved in PQR.
XIV.	Ensure academic programmes are outcomes-led and competency-based.		Both faculties are well poised to make the academic programs more outcome-led and competency laden
Overall			Progressive

Standard 09: Admission, progression, assessment, and certification

Sr. #	Expectation Outcome Indicators (EOIs)	Grading	Observations/ Corrective Action
I.	Ensure an institutional mechanism to admit students whose aptitude, academic interests, educational goals, and abilities are potentially compatible with the institutional mission and objectives.		Many departments have admission tests and admission in many departments based on without aptitude test. Different strategies are used to guide and counsel students, for instance, awareness sessions, series of online sessions “admission hour”, and sharing data related to scope of various programs using social media platforms with parents, potential students and other stakeholders.
II.	Have a policy for student admission and enrolment which is transparent, reliable, valid, inclusive e and underpinned by appropriate institutional mechanisms and well- defined processes and provide them with a quality learning opportunity and that could produce highly skilled and responsible global citizens.		The university allocates a total number of seats for each academic program, categorizing them into distinct sub-categories such as open merit and quota seats. Merit is calculated as per given criteria, against the pool of

			applicants. The system is transparent, reliable and valid.
III.	Have a policy for progression, through which every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.		The university has no proper policy in the pipeline to enable the students for career progression and needs to focus on this area.
IV.	Have a policy for certification and award of credit which enables every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.		Additional skill-based certification programs for students should be implemented
V.	Have a robust assessment/exams mechanism to ensure that credit and qualifications are awarded only where the achievement of relevant learning outcomes have been demonstrated through meaningful assessment and both Pakistan threshold standards and their own academic standards have been satisfied; for the purpose, the controller of exams and other relevant stakeholders must be well aware of assessment best practices, trends, and tools.		Approved assessment mechanism exists. Assessment policies are mentioned and available on website as well. Assessment is based on sessional marks, mid-term and final-term exams, and performance in labs and viva voce examinations. For practical exams, external examiner conducts viva voce. Apart every mandatory rule is upheld.
VI.	Ensure that the scheduling and frequency of assessment is consistent with an effective and appropriate measurement of the achievement by students of the intended learning outcomes and effectively supports learning.		The assessment process is overhauled on routine basis and is kept subjected to changes in the best interest of the students for their future.
VII.	Publish, and implement consistently, clear mechanism, criteria and SOP for the marking and grading of assessments.		The criteria for marking and grading assessments are clearly outlined at/ over the university's website.
VIII.	Ensure that there are robust mechanisms for marking and for the moderation of marks that draws on the expertise of external stakeholders.		Fair evaluation is assured using different strategies and tools
IX.	Ensure that appropriate feedback is provided to students on assessed work in a way that promotes learning and facilitates improvement.		Timely, constructive feedback is provided on assessed work to guide student learning and

			support continuous improvement.
X.	Publish transparent for academic appeals		The academic appeals procedure is published in the prospectus and on the university website.
Overall			Progressive

Standard 10: Student support services

Sr. #	Expectation Outcome Indicators (EOIs)	Grading	Observations/ Corrective Action
I.	Have an institutional mechanism to include the voice of the students in the decision- making processes for academic improvement.		Initiatives have been undertaken to incorporate student feedback into self-assessment processes, but significant improvements are needed to ensure that student voices are effectively integrated into the decision-making process for academic improvement.
II.	Have mechanism for developmental and remedial learning opportunities, particularly in the areas that are critically relevant to their future success.		More workshops / seminars for students at both undergraduate/ Graduate level are required
III.	Have an institutional mechanism and defined institutional forums to resolve students' grievances in timely manners.		The DSA office handles student matters, and although a committee has been notified, a specific timeframe should be included in the notification to ensure timely resolution of issues.
IV.	Have a well-defined institutional mechanism in place to ensure the availability of equal opportunity and resources for extracurricular activities for all students (males and females).		Establishing a separate sports Directorate, providing dedicated girls' special buses, establishing a women's medical center, appointing a Chief warden for female hostels, and study park

			are positive initiatives aimed at supporting extracurricular activities for female students.
V.	Provide necessary basic quality services such as availability of aspacious, neat and clean cafeteria with appropriate seating arrangement, library facilities with ample book collections, and seating places, common rooms for female students, psychological counselling, first aid and ambulance facility on campus.		Psychological counselling, first aid and ambulance facility on campus available. While some facilities are available, there is a need for improvement in terms of cleanliness and the provision of adequate space and common rooms for female students.
VI.	Have a well-defined policy and mechanism for developing a Student Council for Academic Learning & Enhancement (SCALE) with a written constitution to follow by the students, having well-defined rules and regulations with well-defined SOPs for student engagement in quality assurance processes and related decision-making forums such as IQC.		There is currently no policy or mechanism in place for developing a Student Council for Academic Learning & Enhancement (SCALE) with a written constitution.
VII.	Solicit and take account of student and other stakeholder feedback in designing and delivering student support.		Substantial improvement is necessary through the involvement of stakeholder feedback.
VIII.	Ensure that everyone involved in supporting student learning is appropriately qualified, supported and developed.		Student learning resources subject specific and generic may be enhanced
IX.	Ensure that adequate and readily accessible learning resources (for example subject-specific resources such as studios and laboratories, and generic resources such as libraries and learning resource centres) and student support (for example, academic tutorial, student counselling, career guidance, and tutorial) are provided.		Adequate learning resources are available. Libraries, laboratories, student support services are available.
X.	Maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use.		Student societies at the institutional level and clubs at the departmental or faculty level are established.
XI.	Ensure that readily available social and recreational facilities are provided, including necessary student societies and clubs.		Student societies are active. Sports gala and other recreational activities are conducted

			to keep students physically and spiritually in shape.
XII.	Have an institutional policy on alumni engagement; by having a strong alumni association with a reasonable budget, keeping an up-to-date database, involving alumni in campus life, including taking their feedback for academic and institutional improvement.		Engagement activities with alumni should be enhanced, aiming to involve them more actively in campus life. Additionally, a survey and feedback analysis report from alumni should be prepared.
Overall			Progressive

Standard 11: Impactful teaching and learning and community engagement

Sr. #	Expectation Outcome Indicators (EOIs)	Grading	Observations/ Corrective Action
I.	Create an enabling environment to support teaching with technology.		Limited audio and visual aids are provided to enhance learning environment. Adequate improvement is needed.
II.	Create support systems that promote the pedagogical effectiveness of academic staff.		Office of QEC and ORIC both are up to the task of capacity building of the university's employees especially faculty segment.
III.	Create collaborative environments to enhance teaching and learning through scholarship of teaching and learning.		Limited opportunities of teaching scholarships and collaborative ventures.
IV.	Ensure that learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.		Feedback analysis report and recommendations be incorporated at various levels.
V.	Ensure that information is collected and analysed to ensure the continued effectiveness of their strategic approach to, and the enhancement of ,learning opportunities and teaching practices.		Teacher and Course evaluation are done in every semester, and students' suggestions are shared with senior management for approval of necessary

			actions to assure continual improvement
VI.	Ensure that every student is provided with clear and current information that specifies the learning opportunities and support available to them.		After enrollment in any program, the first week is dedicated to orientation about rules, regulations, and available facilities. And opportunities Subsequent announcements are shared with students through social media.
VII.	Take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and to shape their learning experience.		There are various societies, sports activities, including where students can participate and enhance their learning experience.
VIII.	Ensure that every student is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff.		75 % attendance rate is mandatory to sit for exams, allowing teachers and students to monitor progress effectively. Additionally, midterm exams provide insights into students' academic development.
IX.	Ensure institutional efforts/activities are directed towards making contribution to the community through the relevant SDGs and creating an impact in the surrounding society and communities; for the purpose, research and teaching priorities are targeted towards addressing the pressing local and global issues and challenges.		To increase student involvement in social action programs aligned with the UN's 17 Sustainable Development Goals (SDGs), efforts should include integrating SDGs into curriculum revisions, organizing seminars and conferences, and conducting research aligned with these global goals.
X.	Have institutional mechanism to make students learn about SDGs and make contributions through active community engagement practices.		To raise awareness amongst students, SDGs related sessions are held frequently to go with the alignment process and effectiveness achieved.

Overall		Progressive
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Standard 12: Research, innovation, entrepreneurship and industrial linkage

Sr. #	Expectation Outcome Indicators (EOIs)	Grading	Observations/ Corrective Action
I.	Have a well-thought-out policy on research, innovation and entrepreneurship.		Research incentives and awards are needed to encourage research culture. Moreover, entrepreneurship needs to be supported through financial aid with policy documentation.
II.	Have a well-thought-out policy on intellectual property rights.		A policy on intellectual property rights should be drafted and approved.
III.	Have institutional initiatives and platforms for promotion of innovation and entrepreneurship, such as offices of research, innovation, and commercialisation (ORIC) and business incubation centres (BICs).		Business Incubation Centres, in collaboration with ORIC, should develop policies to foster innovation and entrepreneurship, including provisions for start-up grants and support.
IV.	Only offer postgraduate research programmes where students can be expected to meet the academic standards the institution has set for itself, which should reflect national expectations (the National Qualifications Framework).		The University offers undergraduate and postgraduate programs. Postgraduate research students conduct research aimed at addressing indigenous issues.
V.	Have clearly defined policies and regulations, made readily available and be sufficiently comprehensive to cover the progression of research students from admission and registration through to final examination and award.		AS&RB implemented. M.Phil. and PhD Students Progress review report, developed under (SoPs). It shows progression of research students from admission to final examination and award.
VI.	Regularly review regulations in this connection, at local and institutional level.		The University has adopted the Undergraduate

			Education Policy, the Graduate Education Policy (2023), the Anti-Plagiarism Policy and the HEC Institutional Affiliation Policy 2024 and Online and Distance Learning (ODL) Policy.
VII.	Have an institutional research policy that takes account of regional, national and international social and industrial needs.		A proper research policy which takes account of regional, national and international social and industrial needs is not in place.
VIII.	Have a Research Ethics Committee (REC) with a mandate reviewing research involving human participants to ensure that their dignity, rights and welfare are protected.		The relevant committee pertaining to Research, Ethics, self-esteem and personal dignity is in the pipe-line.
IX.	Have an Advanced Studies & Research Board (ASRB) or Board of Advanced Study and Research (BASR) or relevant body with clearly defined institutional mechanism and SOPs for timely and fair conduct of its business.		The AS&RB Directorate handles all matters related to research scholars and address grievances of faculty and students pertaining to research.
X.	Offer research, innovation and entrepreneurship opportunities where students can be trained and supported in an environment which is supportive and fit for purpose.		Opportunities framework yet not developed for entrepreneurial engagements with the industries and is needed in place.
XI.	Make sure that students have access to training sufficient to gain the skills they need regarding research, innovation and entrepreneurship and to help prepare themselves for their subsequent career.		Workshops and training sessions for students are regularly conducted at the departmental level; however, training in research, innovation, and entrepreneurship skills is lacking.
XII.	Ensure that institutional policy of entrepreneurship and establishment of BICs adhere to international best practice and HEC guidelines.		BICs are lacking and is needed for research commercialization.
XIII.	Have a well-thought-out institutional policy for industry engagement that include having MOUs with the surrounding industry and other similar government/private institutions dealing with trade and commerce, such as a chamber of commerce, the		More Memorandums of Understanding (MOUs) should be signed with surrounding industries

	Securities and Exchange Commission of Pakistan (SECP), and the regional chapter of IPO Pakistan.		and relevant government, or private institutions involved in trade and commerce, including chambers of commerce, the Securities and Exchange Commission of Pakistan (SECP), and regional chapters of IPO Pakistan.
Overall			Progressive

Standard 13: Fairness and integrity

Sr. #	Expectation Outcome Indicators (EOIs)	Grading	Observations/ Corrective Action
I.	Practice and exemplify the values and ethical precepts articulated in its mission in dealing with all its stakeholders.		The University values in quality teaching and research compatible with national needs focusing on T Tolerance H Honesty E Eco-friendly I Innovative U Understanding B Beneficial There is an adequate need to include them in policy decisions.
II.	Have fair institutional mechanisms to safeguard the interests of students, faculty and staff.		Various policies exist to deal and safeguard the interest of students, faculty and staff. Under code of conduct for faculty and staff
III.	Ensure equality, diversity and inclusion is embedded in all the institution's policies and procedures.		Holistic approach is geared up to focus on multi quality fronts and inclusion of diverse thoughts and concepts in quality-run and overall progress.
IV.	Have a transparent approach to all communication, including academic integrity and complaints.		University may develop online

			Complaint section and Complaint redressal should adhere to specified timeframes. Standard Operating Procedures (SoPs) need to be developed to effectively address complaints.
V.	Ensure availability of fair and transparent procedures for handling complaints, issues and appeals which are accessible to all students, faculty, and administration; accordingly, there must be a robust mechanism for online complaints and feedback on the main page of the website, duly supported with clear and well-defined institutional mechanism to address such complaints/feedback within a specific timeframe with timely response on resolution back to the complainant (students/parents, faculty and staff)		Various relevant committees are constituted. However, their working could not be gauged by examples. Moreover, mechanism for online complaints and feedback is not adopted so far.
VI.	Have the necessary policies in place to instil the element of integrity and fairness in its institutional system of teaching, learning, assessment, research and publications.		Need more work and focus on developing progressive and multi layered framework for coining the notion of integrity and fair play.
Overall			Progressive

Standard 14: Public information and transparency

Sr. #	Expectation Outcome Indicators (EOIs)	Grading	Observations/ Corrective Action
I.	Have a user-friendly and mobile responsive website with: - i Information of the BOG/Syndicate members - ii Detailed contact information (working email and mobile/office number) of the statutory offices, - iii Information about the faculty members with their brief personal profile - iv Complete information of the programmes, curricula, learning outcomes and clear admission requirements - v Complete information of approved policies, SOPs, statutes, rules and regulations. - vi Strategically located search box - vii Location with map - viii Strategically located box for complaints/feedback - ix Outcomes of external audit and examination outcomes - ix Evaluation/review reports by external QA bodies (QAA and accreditation councils) - x Graduate employment information (for example, information regarding what most graduates from the programme do after graduation)		Website is showing only limited information. Faculty details of some departments could not be retrieved from the website. Many policy documents outlined in the EOIs are also missing. - Syndicate members contact details - University Principal officers contact details - Faculty members profile

	xi Alumni information and engagement opportunity.		- Complete information of programme, curricula, CLO and PLOs mapping - Approved policies, SOPs, statutes, rules and regulations - Strategically located search box - Location with map - Strategically located box for complaints/feed back - Outcomes of external audit and examination outcomes - Evaluation/re view reports by external QA bodies (QAA and accreditation councils) - Graduate employment information - Alumni information and engagement opportunity
II.			Directorate of communication, outreach and community need to be established.
III.	Have a policy and institutional mechanism for the systematic evaluation of its public information to ensure its accuracy.		Office relevant to dissemination of information to the outside community required for outreach.

IV.	Ensure the availability of a transparent mechanism where all the stakeholders, particularly students and faculty, have access to decisions made (minutes of the meetings) but also to the processes and procedures of decision making (agenda/working paper, forums' members information, and so on).		Faculty has access to minutes of meeting. However, students do not have such access so far.
V.	Have necessary policies in place to instil the element of integrity and fairness in its institutional systems of teaching, learning, assessment, research and publications.		SOPs / Policies should be established in this regard
VI.	Ensure availability of fair and transparent procedures for handling issues, complaints and appeals which are accessible to all students, faculty and administration.		General Complaints Redressal Committee (GCRC) notified and working effectively to resolve the faculty, staff and student's complaints, Online Portal for lodging of complaint has been integrated with concerned office.
Overall			Adequate Improvement Required

Standard 15: Institutional effectiveness, quality assurance and enhancement

Sr. #	Expectation Outcome Indicators (EOIs)	Grading	Observations/ Corrective Action
I.	Have a well-defined quality policy and mechanisms in place to ensure continuous institutional improvement through its rules and regulations and activities related to faculty teaching, student learning, educational programmes, and administrative and educational support services, with an ultimate outcome of providing students with a high-quality learning experience and attaining nationally/internationally comparable qualifications and awards.		A quality policy under revamped QA framework 2024 for the university should be formulated to ensure alignment and guarantee continuous institutional improvement.
II.	Ensure that every faculty/department and programme reflect on its performance and collects, analyses, and uses relevant qualitative and quantitative information for the effective management and continuous improvement of its programmes and other activities.		Feedback analysis reports from students, alumni, employers, and faculty should be prepared at the program level, faculty level, and subsequently at the institutional level for the effective management and continuous improvement of

			programmes and other activities.
III.	Have robust institutional mechanisms to create and sustain an environment in which students and other stakeholders participate in internal quality assurance processes.		Student feedback is an integral part of the internal quality assurance mechanism. Under the revamped QA framework, student participation is mandatory in self-Program review, effectiveness and Enhancement (PREE). SARs are developed and assessments conducted on defined interval
IV.	Make sure that the quality assurance procedure is compliant with external assessment and quality assurance precepts both at national and international levels.		Corrective action reports and interventions on Self-Assessment Reports (SARs) and Institutional Performance Evaluations (IPE) should be reviewed and discussed during Institutional Quality Circle (IQC) meetings, ensuring decisions align with the institution's culture and involve all stakeholders.
V.	Ensure that internal quality assurance procedures and resulting action plans from cyclical programme reviews are monitored for effective implementation.		The Self-Assessment Report is evaluated by an Assessment Team constituted by the VC. Based on the AT's findings, the department prepares an implementation plan, which is then approved by the VC. QEC is responsible for following up on the implementation plan.
VI.	Ensure all the policies are made through engagement of stakeholders for shared governance and collective wisdom that include adoption of HEC and other government policies; for instance, no HEC or other governments' minimum guideline/criteria should be adopted just as a formality without		The University Syndicate, an august body, approves policies. The University adopts HEC

	debating its institutional mechanisms and processes for effective implementation and possible outcomes in the statutory forums. In fact, such policies, at times, may be required to be made more stringent to match the institution's culture.		and other government policies after thorough deliberation and discussion in the respective forum to align them with the institution's culture
VII.	The institutional preparation for external quality assurance must be made through a central body such as the Institutional Quality Circle (IQC) headed by the Vice Chancellor and participated in by all the key statutory positions and stakeholders, to ensure shared governance and responsibility, collective wisdom, and institutionalisation of a quality culture.		HEC policy framework 2023 has been recently adopted. IQC has been notified and needs adequate improvement in the future to meet the Expected Outcome Indicators.
VIII.	The Syndicate has a key role and responsibility for fiduciary oversight and institutional performance; accordingly, they need to be kept informed about QA processes and outcomes through sharing reports and taking feedback for institutional improvement and enhancement.		QEC has been working to collect and analyze feedback from stakeholders. All feedback analysis reports, quality assurance processes, and outcomes should be shared with the syndicate to gather input for institutional improvement and enhancement.
Overall			AIR

Standard 16: CQI and cyclical external quality assurance

Sr. #	Expectation Outcome Indicators (EOIs)	Grading	Observations/ Corrective Action
I.	Have a well-defined quality policy, having institutional mechanism of continuous quality improvement (CQI) such as a PDCA cycle: plan, do, check and act in all the decision-making processes.		Although internal quality assurance mechanism is based on self-assessment. Revamping is under the way as per Revamped QA framework Continuous quality improvement (CQI) needs to be well documented and properly implemented.
II.	Strengthen internal quality assurance processes by having a robust institutional mechanism of CQI including elements of collaboration, consultation and collective wisdom for finding creative solutions to the challenges and concerns relating to quality.		The Institutional Quality Circle (IQC) has been constituted and notified. All decisions for continuous quality

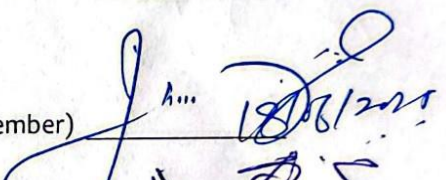
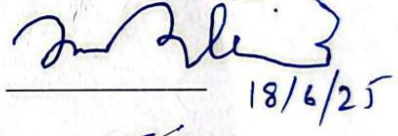
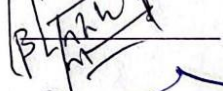
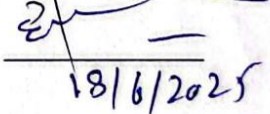
			improvement (CQI) will be made in consultation with stakeholders.
III.	Ensure the CQI mechanism has a robust and effective mechanism for follow-up and closing the loops.		Departments are in the process to adopt approaches on CQI mechanism for quality enhancement.
IV.	Take part in external quality assurance in its various forms to verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives.		Internally, there is a self-assessment mechanism for quality assurance and enhancing the quality assurance process with in the remit of quality assurance guidelines.
V.	Prepare and participate in international accreditation processes.		No such participation is currently in practice. Significant improvement is needed.
Overall			Adequate Improvement Required

CONCLUSION

Based on the above report and discussions, the following conclusion is submitted:

Overall, the University possesses significant potential to attain higher levels of academic and research excellence. With robust enrollment figures and a dedicated team of regular faculty, administrative personnel, and support staff, the University demonstrates strong academic engagement and meaningful regional impact. To sustain and enhance this trajectory, attention should be directed toward the key areas identified in the Observations and Corrective Actions section of this Institutional Performance Evaluation Report.

Reviewers:

1. Prof. Dr. Niamat Ullah
Registrar/Dean of Sciences, UoB (Internal Member) 
2. Prof. Dr. Jahangir Khan,
QEC Co-ordinator, University of Malakand (External Member) 
3. Dr. Arif Kahn,
Deputy Director Academics & Admission, UoB (Internal Member) 
4. Dr. Abid Ahmad,
Assistant Professor in Mgt. Sciences, UoB (Internal Member) 
5. Dr. Hammed Hussain,
Assistant Professor in CS, UoB (Internal Member) 
6. Mr. Bakht Tarin Khan,
Lecturer in Zoology, UoB (Internal Member) 
7. Dr. Shafqat Ullah Khan,
Director QEC, UoB (Internal Member) 


18/6/2025

Director QEC
University of Buner


Director
QEC University of Buner


Vice Chancellor
University of Buner
Vice Chancellor
University of Buner



DIRECTORATE OF QEC

University of Buner at Swari, Deewana Baba Road

District Buner Khyber Pakhtunkhwa Phone: 0939-55521

Email: qec@Ubuner.edu.pk, Website: <https://www.ubuner.edu.pk>

File: 46/QEC/2025

Dated: 19-06-2025

SELF-RIPE-2024-25

IMPLEMENTATION PLAN

Sr. No	Recommendations	Key Actions / Implementation Steps	Responsible Office	Timeline	Resources Required
1	Strengthen institutional strategic planning	Review and update the university strategic plan aligned with national quality standards and PSG-2023	Vice Chancellor Office, Planning & Development	One Year	Administrative support, planning workshops
2	Improve governance and administrative structure	Define roles and responsibilities of administrative offices and revise the institutional organogram	Registrar Office	Ongoing	Administrative coordination
3	Establish performance monitoring system	Develop institutional KPIs and introduce quarterly monitoring of departmental performance	QEC, Registrar Office	Ongoing	Data management system
4	Enhance financial transparency	Implement digital financial management and reporting system	Treasurer Office, Registrar Office	1 year	Financial software and training
5	Diversify financial resources	Develop funding strategy to secure external research grants and partnerships	ORIC, Deans	1 year	Research development programs
6	Strengthen faculty recruitment	Ensure merit-based recruitment aligned with HEC policies and program needs	Registrar Office, Selection Board	Ongoing	Recruitment committees

7	Faculty capacity building	Conduct pedagogical and research training workshops for faculty members	QEC, Registrar Office	Biannual	Training budget, external experts
8	Curriculum review and improvement	Conduct periodic curriculum review involving industry experts and stakeholders	Academic Council, Departments	Every 3 years	Academic review committees
9	Implement Outcome-Based Education	Align courses with program learning outcomes and assessment mechanisms	Departments, QEC	1 year	Academic training workshops
10	Improve student support services	Establish academic counselling and career guidance services for students	Student Affairs, Career Development Center	1 year	Counselling staff and facilities
11	Strengthen student feedback system	Implement structured student evaluation of courses and teaching effectiveness	QEC	Each semester	Online feedback system
12	Promote research and innovation	Establish research clusters and interdisciplinary research initiatives	ORIC	1 year	Research grants and incentives
13	Develop industry linkages	Establish collaborations with industry and community stakeholders	ORIC	Ongoing	Partnership agreements
14	Strengthen quality assurance mechanisms	Implement regular academic audits and quality reviews	QEC	Annual	Quality review teams
15	Improve institutional transparency	Publish annual institutional performance and quality assurance reports	QEC, IT Directorate	Annual	Documentation and web resources

IQC Approval:

1. Prof. Dr. Niamatullah,
Dean of Sciences, UoB
2. Prof. Dr. Jahangir Khan
QEC Co-ordinator, University of Malakand.
3. Dr. Arif Khan
Director Admissions and Academics
4. Dr. Abid Khan Ahmad
Assistant Professor in Mgt. Sciences, UoB
5. Dr. Hameed Hussain
Assistant Professor in CS, UoB
6. Mr. Bakht Tarin Khan
Lecturer in Zoology, UoB
7. Dr. Shafqat Ullah Khan
Director QEC, UoB

Internal Member NS

External Member J. M. J. 28/06/2025

Internal Member A. Arif

Internal Member Abid Khan

Internal Member Hameed Hussain

Internal Member Bakht Tarin Khan

Internal Member Shafqat Ullah Khan

Director
QEC University of Buner

AM
Vice Chancellor
University of Buner