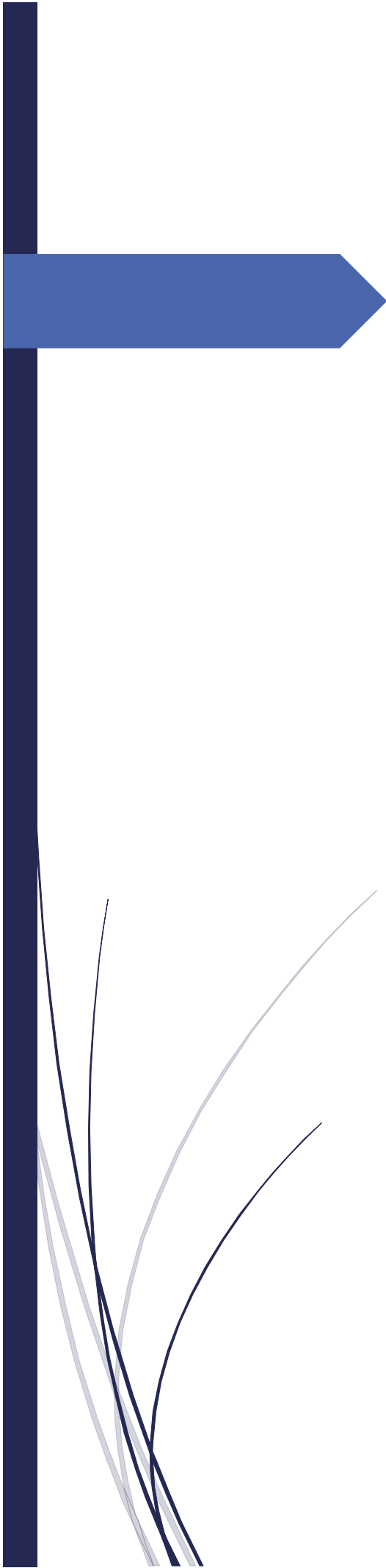




Quality Assurance Policy

University of Buner

Directorate of QEC

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SECTION – 1

INTRODUCTION

1.1 Background

Globally, higher education systems are actively developing and implementing learning outcomes initiatives in quality assurance frameworks. Well defined objectives of teaching and learning quality are perceived to be beneficial in a number of ways.

They will provide clear understanding of educational value to students, employers, and other stakeholders at-large. They are also expected to enhance institutional and programmatic improvement in monitoring, curriculum development, and teaching/learning practices. Recently, in Pakistan, Higher Education Commission under the Patronage of QAA has rolled out PSG-2023 in Collaboration with UK to enhance the Quality Assurance process in the Universities across Pakistan.

This quality policy in the light of PSG-2023 introduces a comprehensive outlook on quality enhancement by addressing critical aspects across diverse domains.

1.2 Vision

To be a leading public sector university committed to academic excellence through robust quality assurance and continuous quality enhancement, fostering outcome-based learning, impactful research, ethical governance, and stakeholder engagement to produce competent graduates for national and global development.

1.3 Mission

To strive for accomplishment of the highest possible national and international standards of education and research by;

- i. Developing / implementing QA Policies and regulating procedures
- ii. Assessing / auditing the processes, and
- iii. Suggesting measures for improvement in approach and execution

1.4 Objectives:

Main objectives of QA policy are as follows:

- i. Implementation of Quality Assurance Framework prescribed by QAA-Higher Education Commission of Pakistan, and make it compliant with relevant accreditation bodies.
- ii. To establish an effective system of Self-Assessment at the Main Campus and affiliated Colleges for all approved programs with the purpose of Quality Enhancement.
- iii. Developing procedures and ensuring implementing these through Internal Quality Audits.
- iv. Assuring that university programs meet the requirements of HEC and the councils for accreditation.
- v. Ensuring improvement of the quality of teaching, research publications and related students / staff support services through internal audits.
- vi. Suggesting measures for capacity building of faculty / staff involved in quality assurance measures.
- vii. Collection / provision of university statistics / data for university ranking by national / international agencies.
- viii. Implementing plagiarism policies in order to filter out plagiarism from our scholarly work.

1.5 Guiding Principles of Quality Assurance (QA) Policy:

QA policy of QEC is having a holistic approach, based on self-assessment keeping focus on Quality improvement through comprehensive framework as depicted below;-.



1.6 Establishment of QA Directorate:

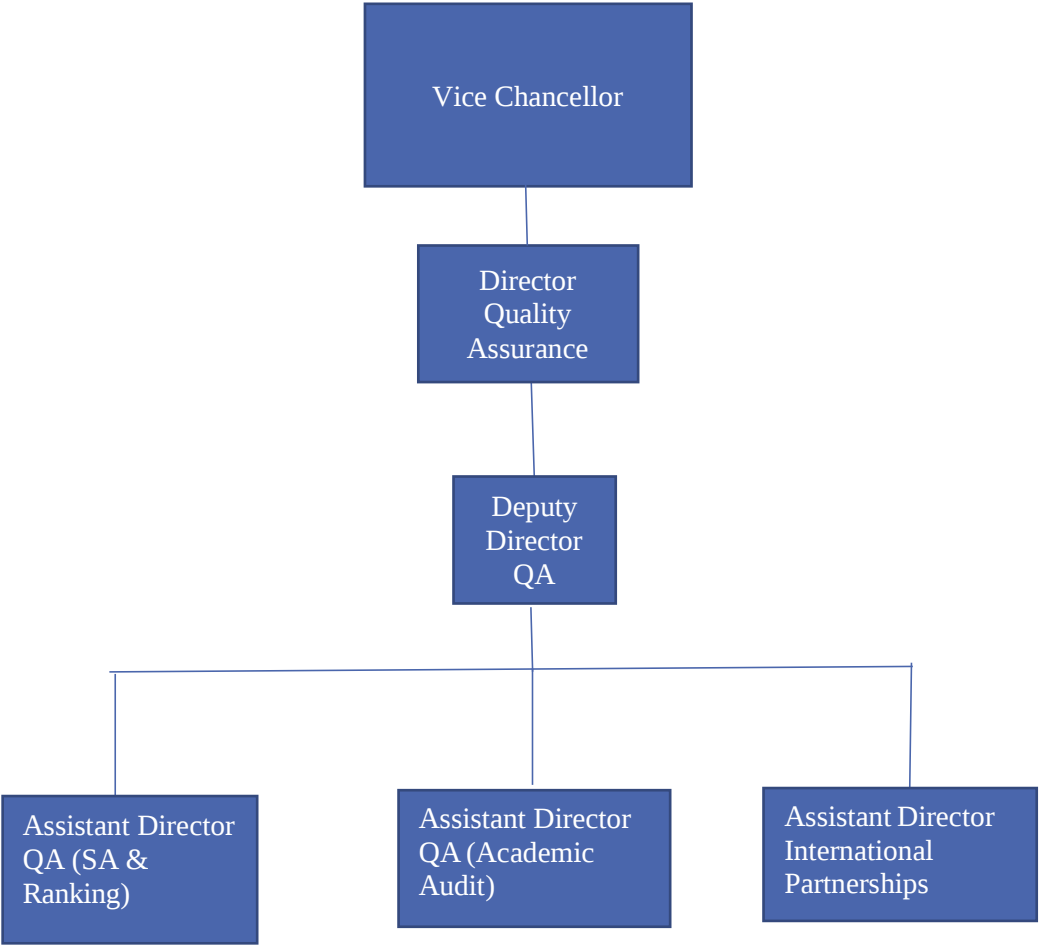
University of Buner has Established Directorate of Quality Enhancement for taking quality to new horizons and along with that has also constituted Quality enhancement cell for affiliated Colleges (QECACs) to make the quality assurance more robust and grounded.

1.7 Institutional Quality Circle (IQC) Constitution

IQC plans coordinates and executes periodic (usually after 3 months) internal academic assessment of the whole Institution. It comprises of the following members.

1. Vice-Chancellor as Convener
2. Pro-VC
3. Director QA(QEC)
4. Heads of Academic Departments
5. Sections Heads
6. Representatives of Students
7. QEC Staff (Panel Secretary)

1.8 Organogram



SECTION – 2

External Quality Assurance (EQA)-RIPE and PREE conducted by QAA

2.1 Overview of External Review of Institutional Performance and Enhancement (RIPE for EQA)

External Review of Institutional Performance and Enhancement (RIPE for EQA) is the Quality Assurance Agency's (QAA's) principal review method for reviewing the quality of universities and affiliated colleges in Pakistan. QAA will undertake Review of Institutional Performance and Enhancements to inform students and the wider public as to whether a university and its affiliated colleges set and maintain academic standards and plan effectively to enhance the quality of higher education provision for higher education qualifications.

Thus, RIPE serves the twin purposes of providing accountability to students, employers and others with an interest in higher education, while at the same time encouraging improvement.

2.2 Features of RIPE for EQA

QAA considers the following principles in the design and development of the review method:

- i. The autonomy of an institution for its academic activities is honored
- 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 labor market.

2.3 Institutional level Quality Assurance

It is concerned with the RIPE Standards set out in the Quality Assurance Framework, against which each institution is required to align. External Review of Institutional Performance and Enhancement uses the RIPE Standards as review criteria.

2.3.1 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

2.3.2 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.

2.3.3 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

2.3.4 Judgmental Framework for RIPE

- i. Effective
- ii. Progressive
- iii. Average
- iv. Unclassified

2.4 External Program Review for Effectiveness and Enhancement (PREE for EQA)

2.4.1 Introduction

External Program Review for Effectiveness and Enhancement (PREE for EQA) is the Quality Assurance Agency's (QAA) principal review method for reviewing the quality of programs at graduate levels (Level 7 and 8) in Pakistan.

QAA will undertake Program Review for Effectiveness and Enhancement to inform students and the wider public as to whether the programs of study set and maintain the standards of academic awards at the required level and whether the quality of the student learning experience is being safeguarded and continually improved.

Thus, PREE serves the twin purposes of providing accountability to students, employers and others with an interest in higher education, while at the same time encouraging improvement.

2.4.2 Scope and coverage PREE for EQA

It is concerned with programs of study leading to awards at graduate Levels 7-8 within the National Qualifications Framework of Pakistan. PREE for EQA provides an opportunity in particular for evaluation of:

- a) Subject standing and development, in the context of university strategy and sector norms and development •
- b) The management of quality and standards in the provision offered within a subject area, including the maintenance of core documentation and the appropriate management of changes to provision
- c) Academic standards and the maintenance of structures and processes designed for their support (including annual monitoring, unit and course reporting, and academic due process in the assessment and grading of student performance)

- d) The quality and the student-led enhancement of the learner experience and opportunity in the context of the university mission.
- e) external engagement and benchmarking - with the self-assessment criteria and Standards, the Quality Assurance Framework, sector benchmarks, Accreditation Council criteria, employers, alumni and other external reference points that support the development and enhancement of provision and the learner experience •
- f) The continuing currency and validity of courses in light of developments in research, professional and industry practice and pedagogy (including the use of technology in learning and teaching), changes in the external environment such as requirements of the Accreditation Council, and continued alignment with the university's strategy and mission
- g) Whether students are attaining the intended learning outcomes and whether the assessment regime enables this to be appropriately demonstrated

2.4.3 Program-level Quality Assurance

It is concerned with the PREE Standards set out in the Quality Assurance Framework, against which each program is required to align. External program Review for Effectiveness and Enhancement uses the PREE Standards as review criteria.

Standard 1: program mission, objectives and outcomes

Standard 2: Curriculum design and organization

Standard 3: Subject-specific facilities

Standard 4: Student advising and counselling

Standard 5: Teaching faculty/staff

Standard 6: Institutional policies and process control

Standard 7: Institutional support and facilities

Standard 8: Institutional general requirements

2.5 Judgmental Framework for PREE

- i. Approved
- ii. Approved with recommendations
- iii. Approved with conditions
- iv. Not approved.

Section 3

INTERNAL QUALITY ASSURANCE (IQA) - SELF- RIPE AND SELF-PREE

3.1 Introduction

The self-review through RIPE and PREE is conducted when the higher education institution itself perform the activity the quality assurance processes. It focuses to find out the loopholes and shortcomings in the institutional academic and administrative functions. Internal quality assurance process is very much the same but it differs mainly that it is initiated internally by the quality assurance office for conducting the activities of Self-RIPE and Self-PREE to enhance the quality mechanism of the university

3.2 Self-Program Review for Effectiveness and Enhancement (PREE)

The PREE domain focuses on the heart of higher education – academic programs. PSG-2023 proposes a meticulous evaluation of program effectiveness, relevance, and impact on student learning outcomes. By reviewing curricula, pedagogical methodologies, research components, and industry integration, this domain aspires to elevate the quality of educational offerings. PREE's emphasis on the alignment between programs and evolving industry needs underscores its commitment to nurturing graduates who are well- prepared for the professional world.

Quality Standards under PREE

PREE Quality Standards	Standard 1	Program mission, objectives and outcomes
	Standard 2	Curriculum design and organization
	Standard 3	Subject-specific facilities
	Standard 4	Teaching faculty/staff
	Standard 5	Institutional policies and process control
	Standard 6	Internationalization of higher education and global engagement
	Standard 7	Institutional support and facilities
	Standard 8	Institutional general requirements

3.3 Self-Assessment Process:

Self-Assessment Reports are one of the most extensive works which is to be performed by the departments and facilitated by QEC. Each academic program shall undergo a self- assessment every year (assessment cycle). All Departments are responsible to ensure writing of SAR as prescribed by PREE Framework.

3.3.1 Role and Responsibilities of Academic Department:

1. Initiation of Self-Assessment Process
2. Review of SARs for completion as per SA Manual
3. Formation of Assessment Team
4. Scheduling of AT visit
5. Receiving the AT Report & Department's Implementation Plan
6. Verification of the Rubric Evaluation done by AT
7. Submission of the Executive Summary of the Process
8. Submission of SARs (hard & soft copy) to Quality Assurance directorate for onward submission to HEC
9. Follow up of Implementation Plan till its completion

3.3.2 SAR Writing:

The procedure for writing of SARs is as follows:

1. Academic departments initiates the SA one semester prior to the end of the assessment cycle through the Vice Chancellor in which the program is offered. However, if the program is undergoing the SA for the first time, the department will be given one academic year for preparation.
2. Upon receiving the initiation letter the department shall form a program team (PT). The PT will be responsible for preparing a self- assessment report (SAR) about the program under consideration. The team will be the contact group during the assessment period.
3. The department shall submit the SAR to the QEC through the concerned Dean/HoD. The QEC reviews the SAR within one month to ensure that it is prepared according

to the required format.

4. The Head of the Institution forms a program assessment team (AT) in Consultation with QEC recommendations within one month. The AT Comprises of 2-3 faculty members from the university and at least one subject expert from the outside of HEI. The AT must have at least one expert in the area of the assessed program.
5. The QEC plans and schedules the AT visit period in coordination with department that is offering the program.
6. The AT conducts the assessment, submits a report and presents its findings in an exit meeting that shall be attended by the QEC, HoD, PT and faculty members.
7. The QEC shall submit an executive summary on the AT findings to the Head of the Institution.
8. The Department shall prepare and submit an implementation plan to QEC based on the AT findings. The plan must include AT findings, and the corrective actions to be taken, assigning of responsibility and a time frame for such actions.
9. The QEC shall follow up on the implementation plan to ensure departments are adhering to the implementation plan. The academic department shall inform the QEC each time a corrective action is implemented. QEC shall review the implementation plan once in a semester to assess the progress of implementation.

3.3.3 Program Team (PT):

PT is a group of professionals which is nominated by the head of the department.

It is responsible for writing of SAR and acts as a contact/focal group during the period of assessment process

i. Composition of PT:

No. of Students in the Program	Program Team
300	HoD & 2 or 3 faculty specialists
Between 300 to 1000	HoD & 5 Members
More than 1000	HoD & 6 Members

ii. **Desired Skills of PT:**

- Demonstrate commitment to the principles of quality in higher education and the policies set by the QAA-Higher Education Commission of Pakistan.
- Power of analysis and judgment.
- Ability to work in teams.
- Time management skills.
- Experience of organization and management, particularly in relation to teaching and learning matters.
- High standards of oral and written communication skills.
- Self-motivated and willing to work for quality improvement.

iii. **Responsibilities of PT:**

- Compiling the report by responding to each criteria/ standards given in the SA Manual and integrating the collected information / feedback
- Collecting relevant data on faculty, students, libraries, laboratories and infrastructure
- Writing a foreword giving brief history of the program, particulars of the PT, date of starting / finalizing report writing
- The report may be signed by the convener / chairperson of the program team

iv. Assessment Team (AT):

AT is a group of professionals who will review the SAR prepared by the PT and give its findings in the form of a report (AT Report)

v. Composition of AT:

Vice-Chancellor appoints 2-3 faculty members from within the HEI and one External Subject Expert for reviewing the program SAR and list the findings during the visit.

vi. Responsibilities of AT:

- i. Check completeness of the SAR as per SA manual
- ii. Look at the comprehensiveness / relevance of responses to various criteria and standards
- iii. Verify the data / information given in SAR
- iv. List down the findings from the assessment exercise
- v. Carry out rubric evaluation of SAR
- vi. Write down the AT report

3.3.4 Judgmental Framework for Self-PREE

- i. Approved
- ii. Approved with recommendations
- iii. Approved with conditions
- iv. Not approved

3.4 Self-Review of Institutional Performance and Enhancement (Self-RIPE)

The RIPE domain sets the stage for a comprehensive evaluation of institutional performance, growth, and advancement. This aspect acknowledges the multifaceted nature of higher education institutions and emphasizes their ongoing evolution.

Through RIPE, institutions will undergo rigorous assessments that encompass not only academic achievements but also areas such as governance, research, community engagement, and infrastructure. This domain aims to foster a culture of continuous improvement, ensuring that institutions evolve in response to changing educational landscapes.

If the QAA of HEC visit is not possible, alternatively Self-RIPE will be conducted for the institutional performance evaluation. Relevant departments and directorates will provide/present requisite data to QA Visiting Panel to make the process smooth and timely.

The review process will consist of detail activity examining the presented data and file work of both academic departments and sections

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

3.4.1 Judgmental Framework for Self-RIPE

- i. Effective
- ii. Progressive
- iii. Average
- iv. Unclassified

3.5 Membership

Process membership cases with Quality Assurance Agencies/Network on behalf of University of Buner. Membership fee payments in Local Currency (LC) or Foreign Exchange (FE) will be made by Finance section. List of current memberships is as follows:-

- i. International Network of Quality Assurance Agency for Higher Education (INQAAHE)
- ii. Network of Quality Assurance Agency for Higher Education (PINQAAHE)

Memberships of the Quality organizations to be accomplished in the near future;

- a. Asia-Pacific Quality Network (APQN) Pakistan
- b. Association of Quality Assurance Agencies of the Islamic World (QA-Islamic

3.6 Accreditation

1. Accreditation of the relevant programs from the respective bodies are to be processed through QEC. It will be institution's responsibility to take financial approval and as prescribed by accreditation council.
2. Departments will present scope cases to QEC and will do the requisite process for undertaking the visit of the accreditation body.
3. Departments will ensure that the batches are accredited well before the graduation and no delay is occurred.

3.7 Pakistan Qualification Register

The Pakistan Qualification Register (PQR) is the key component of the Pakistan Qualification Framework (PQF). It contains the details of the qualification and providers recognized/accredited by the Higher Education Commission. The qualifications not listed at the PQR are not recognized by Higher Education Commission.

Both Directorate of QEC and Directorate of Academics will work together to make the list of all quality assured higher qualifications running at University of Buner.

3.8 Continual Quality Improvement (CQI)

Continuous quality improvement focuses on the outcomes of the quality enhancement processes and activities undertaken during the one-year cycle. It takes into account the corrective action plans against the implementation plans of PREE and RIPE. It further suggests that incremental steps have been taken to overcome and apply the recommended interventions for minimizing the flaws and deficiencies. It continuously see the alignment of academic and non-academic processes with national and international quality benchmarks.

3.8.1 STEP cycle to meet CQI

S: Strategize targets and establish plans

T: Take action and execute plans

E: Evaluate Progress and revise strategies

P: Promote Effective Policies and Enhance Performance

3.8.2 Surveys based Feed-back

To ensure Continual Quality Improvement (CQI) and to improve the standard of faculty, services and academic programs, multiple inputs (feedback) will be taken from students, faculty and administrative staff periodically. Similarly feedback from alumni, employers and other stake holders are obtained for the improvement of ongoing programs. The detail of Feedback surveys is as follows:

1. Alumni Survey
2. Employer Survey
3. Faculty Course Review Report
4. Faculty Survey
5. Research Student Progress Review Form
6. Student Course Evaluation Questionnaire
7. Survey of Department Offering Ph.D. Programs
8. Survey of Graduating Students
9. Teacher Evaluation Form
10. Faculty Resume

3.9 General QA related Activities:

To encourage quality related activities, Seminars, conferences, national and international events, etc. will be arranged at university level on regular basis. Similarly to encourage the faculty, students and staff various honors and awards will be given by governmental, non-governmental organizations and international agencies. HEC, Best Teacher nominations, National and International Award cases will be processed through QA directorate.

3.10 Plagiarism Policy, Aim and Applicability.

Plagiarism policy is necessary to create awareness, define various forms in which plagiarism exhibits itself, present a methodology of investigation, cater for punitive action proportional to the extent of the offence and even address the issue of false or spurious complaints.

The aim of this policy is to apprise students, teachers, researchers and staff about plagiarism and how it can be avoided. It is also aimed at discouraging plagiarism by regulating and authorizing punitive actions against those found guilty of the act of plagiarism

The policy is applicable to students, teachers, researchers and staff of University of Buner, who are involved in writing or publishing their research work.

3.11 National and International Rankings:

To strengthen the culture of transparency and to improve the competition among universities, University of Buner will participate in national (HEC ranking) and international ranking like Quacquarelli Symonds (QS) world universities ranking and Time Higher Education (THE). Directorate of QA will be the focal point for collecting the required data from all the departments for onward submission to the concerned ranking agencies.

SECTION 4

SCOPE OF UNIVERSITY'S INTERNAL QUALITY ASSURANCE

4.1 Scope

The quality assurance process of the University of Buner shall cover following points pertaining / applicable to the specific academic department as required for a holistic approach towards quality enhancement. The available documents relevant to the various aspects of the Quality Assurance Scope may be kept in the ready-reference mode.

1. Management and Program Mission, Objectives & Outcome
 - i. Evidence of graduating students performing the desired outcomes.
 - ii. Results of previous assessment and consequent improvement of program.

2. Curriculum Design and Organization
 - i. Faculty members' Course folders
 - ii. Departmental Students' Folders
 - iii. Examination record and compliance of UoB Exam Policy
 - iv. Teachers' Evaluation Record based on the classroom visits by HoD
 - v. Guest lectures / educational visits arranged by the department
 - vi. Students' attendance / Shortage of attendance
 - vii. Weekly Time Table of all programs

3. Compliance of HEC Quality Criteria

- (i) Record of Implementation of Plagiarism Policy
- (ii) SAR writing / preparation record:-
 - List of Program Teams of each program
 - List of Assessment Teams of each program
 - SARs which are ready

4. Laboratories and Computing Facilities

- i. Adequacy of equipment as per program requirement and student strength
- ii. Record of serviceability of available Lab equipment
- iii. Manuals for practical
- iv. Safety Regulations / Instructions
- v. Log books of major equipment
- vi. Utilization Rate (UR)
- vii. Lab Staff details (Name, Qualification, Grade, Date of Employment)
- viii. Internet facility in institution / hostel.

5. Students

- i. Student population – Course / Section-wise
- ii. Orientation process / Student Guidelines
- iii. Student Counseling System
- iv. Extra-curricular activities / students clubs / sports facilities
- v. Student interaction with institution's administration
- vi. Record of Internship and placement of graduates
- vii. Student Related Feedbacks / Surveys:
 - (a) Student Course Evaluation Questionnaire
 - (b) Survey of Graduating Students
 - (c) Survey of Alumni (d) Survey of Employers
 - (e) Research Student Progress Review Form
 - (f) Survey of Department offering PhD Programs

6. Faculty

- i. Evidence of Orientation process of New Faculty
- ii. Process being followed for Mentoring of New / Junior Faculty
- iii. Workload of Faculty; Additional responsibilities
- iv. Lecture-wise course breakdown of course(s) taught by the faculty members
- v. Faculty Dossiers (with HoD)
- vi. Details of Calculating Student / Teacher Ratio
- vii. Procedure to ensure effective teaching / learning processes
- viii. Details of Faculty research grants; obtained and utilization
- ix. Copies of Faculty Publications in last five years
 - (i) ISI / Scopus Indexed journals
 - (ii) HEC approved journals
 - (iii) Others
- x. Textbook(s) / Book Chapters written by faculty member(s)
- xi. Detail of patents applied / approved

7. Institutional Facilities

Details of following:-

- i. Class sizes (theory & practical sessions)
- ii. Cafeteria
- iii. Hostel accommodation
- iv. Sports Facilities
- v. Transport arrangements for students
- vi. Adequacy of secretarial support, technical staff and office equipment
- vii. Databases / Record keeping of following

- (a) Alumni; alumni donations
- (b) Employers
- (c) Peers (Peers are the academics / scholars / researchers working in other Pakistani / foreign universities known to our faculty members)

8. Library

- i. Details of Budget / availability of funds for library upgradation
- ii. Library operational / maintenance procedures (SoPs)
- iii. Details of Library equipment (PCs, photocopier, scanner etc)

9. Industrial Linkage

- (1) Details of Industrial Liaison office
- (2) Details of projects / funding obtained from industry
- (3) Record of Visits conducted to the industry
- (4) Methodology of Commercialization of Research Findings

10. Civic Engagement

- (i) List of Research Projects related to Community
- (ii) Details of Services / help rendered to the Society

11. Administrative / Technical Staff

- a. Administrative / Technical sections in the institutions.
- b. Details of Administrative / Technical Staff

Documents needed to evaluate quality compliance is followed in true sense

1. Record of Institution's SOPs / Policies
2. Implementation on the decisions of Academic Council Meeting
3. Minutes of Departmental Board of Studies Meetings
4. Minute of Faculty Board of Studies Meetings
5. Record of Students counseling / advising
6. Record of actions taken for plagiarism, cheating, malpractice
by faculty/students/staff etc
7. Alumni data (Soft record)
8. Record of students educational, industrial visits
9. Faculty mentoring policy and its implementation record
10. Fire Safety SOP
11. Record of feedback taken as per QA Forms and actions taken on the
feedback
12. Record of International Conferences / Seminars / Workshops Organized by the
Institution and Abstract of International papers.
13. Action Taken on the Previous visit of Accrediting Council/ Internal Quality
Audit Visit (as applicable)
14. Number of Research Papers in terms of Quantity + Citations for last three years
15. Record of Alumni Donations
16. Community/Services record
17. Evidence of Annual Budget requests from the institution to Finance Directorate
of Quality Assurance for the last 03 years

Appendices

Appendix-A

DETAILS OF PH.D SCHOLARS

Name of the Scholar	Registration Number	Date of Admission	Degree Requirement and Completion Date (Maximum Duration)	Date of GEC Formation	Credit Hours Completed	CGPA	Research Synopsis Approval Date	Research Work Completed (%gae -0- 25, 26- 50, 51-75, 76-100)	No of PhD Conference Publications /Presentations	Thesis - Evaluator Selection (Both foreign and local) (Date of selection)	Remarks
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DETAILS OF MS/MPHIL SCHOLARS IN RESEARCH PHASE

Name of the Scholar	Registration Number	Date of Admission	Date of GEC Formation	Credit Hours Completed	CGPA	Research Synopsis) Approval Date)	Research Work Completed (%gae -0-25, 26-50, 51-75, 76-100)	Remarks

S#	Name of Teacher / Designation	Qualification with specialization and date	Student being Supervised for Project / Thesis			Teaching Load (Credit hrs)			Published Research Work		Additional Responsibilities		Other Co-Curricular Activities		Date of Joining the Institution
			BS	MS / M.Phil	Ph.D	BS	MS / M.Phil	Ph.D	National	International	Academic	Admin	Conferences / Seminars / Workshops etc.	Civic Activities participated /arranged	
													Attended	Paper Presented	

Appendix-C

Faculty Information Proforma Program / Discipline / Subject

Department: _____

Appendix-D

Details of Lab Staff					
Department :					
Program / Discipline / Subject				Lab Name :	
S#	Name of the Staff	Designation	Qualification	Joining date	Experience