

HAZARA UNIVERSITY'S QUALITY ASSURANCE POLICY (HUQAP)

Version 2.0/2024



**HAZARA UNIVERSITY
MANSEHRA**

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**Directorate Quality Enhancement
Hazara University, Mansehra Pakistan**

QUALITY ASSURANCE POLICY

HAZARA UNIVERSITY

Contents

The Document's Information			ii
Contents			iii
Definitions			vii
Abbreviations			viii
Section 1: INTRODUCTION – QUALITY ASSURANCE POLICY			Page
1.	Background/Preamble		1
	1.1	Aim	1
	1.2	Vision	1
	1.3	Mission	1
	1.4	Quality Assurance Policy Statement	1
		a. Compliance with Statutory Requirements	2
		b. Basic Principle of Quality Assurance (QA) Policy	2
		c. Students' Focus	2
		d. Stakeholders Focus	2
		e. Knowledge Creation and Dissemination	2
		f. Business Startup	2
		g. Linkages and Networking	2
		h. Optimization of Resources	3
		i. Environment Friendly	3
	1.5	Objectives/Tasks	3
	1.6	Establishment of Quality Enhancement Directorate	4
	1.7	Quality Assurance Tool Kit	5
Section 2: REVAMPED QUALITY ASSURANCE POLICY OF HEC: “PAKISTAN PRECEPTS, STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN HIGHER EDUCATION (PSG-2023)”			7
2.	Pakistan Precepts, Standards and Guidance (PSG – 2023)		7
	2.1	Review the Effectiveness of Quality Assurance & Accreditation Bodies (REQAAB)	7
		2.1.1 REQAAB Standards of Quality	9
		2.1.2 Quality Assurance and Accreditation Bodies (QAABs)	9
	2.2	Review Institutional Progress Enhancement (RIPE)	10
	2.3	Programme Review for Effectiveness and Enhancement (PREE)	11
		2.3.1 The PREE	11
		2.3.2 Conduct of PREE	11
	2.4	Judgement Framework	11

		2.4.1 Judgement Process/Review Methods/QEE Matrix	12
		2.4.2 Judgment Framework 360° Mechanism (Evaluation Matrix & Judgement Framework)	12
	2.5	Overall Desired Outcome of the PSG – 2023	13
Section 3: SELF-ASSESSMENT, ACCREDITATION AND GENERAL QA POLICY			14
3.	Implementation of Quality Assurance		
	3.1	Institutional Quality Circle	14
	3.2	Meetings of IQC	14
	3.3	Constitution of IQC	14
	3.4	Terms of Reference of IQC	15
	3.5	Institutional Performance & Enhancement Report (IPER) and Institutional Performance & Enhancement (Review) Report-document Preparation Committee (IPERC)	16
	3.5.1	Institutional Performance & Enhancement Report (IPER)	16
	3.5.2	Institutional Performance & Enhancement Report Committee (IPERC)	17
	3.5.3	Terms of Reference of Institutional Performance & Enhancement Report Committee	17
	3.6	Committee of research Ethics (COPE)	18
	3.7	Self Assessment Review	18
	3.8	Self-Assessment Review (SAR) Process	19
		3.8.1 Role and Responsibilities of Director Quality Enhancement (Dir. QE)	21
		3.8.2 Role and Responsibilities of Chairperson/HOD as LQE	21
	3.9	SAR Writing	22
	3.10	Program Team (PT)	23
		3.10.1 Composition of PT	23
		3.10.2 Desired Skills of PT	23
		3.10.3 Responsibilities of PT	24
	3.11	Assessment Team (AT)	25
		3.11.1 Composition of AT	25
		3.11.2 Desired Skills of AT	25
		3.11.3 Responsibilities of AT	25
	3.12	Internal Academic Audit	25
	3.13	Starting of new Program	26
	3.14	Accreditation	27
	3.15	Procedure for approval of Graduate programs	28
	3.16	Conduct of “Review Institutional Progress Enhancement (RIPE)”	29
	3.17	Submission of Institutional Performance Enhancement Report (IPER) and Yearly Progress Report (YPR)	29
	3.18	Graduate Programs (PhD & MPhil equivalents) Review	30

		3.18.1 Conduct of PGPR	30
		3.18.2 Focus of PGPR	30
	3.19	Membership	31
	3.20	International Collaboration	31
	3.21	Continual Quality Improvement (CQI)	31
		3.21.1 Implementation Strategies (Feedback Forms)	31
		3.21.2 Analysis	32
	3.22	General QA related Activities	32
	3.23	National and International Ranking	32
	3.24	Publication Verification and Publication Certificate	32
		3.24.1 Verification of PhD Scholars research Publications	33
		3.24.2 Verification of research Publications of Teachers (BPS) of the University	33
	3.25	Authorship of Publications	33
		3.25.1 Contributor ship of byline towards authors of a publication and their placement order	34
		3.25.2 Observing Specific Points by the QE evaluators	35
Section 4: QUALITY ENHANCEMENT CELL IN AFFILIATED COLLEGES (QECAC)			36
	4.1	QECAC	36
	4.2	Feedback System, Evaluation and Reviews of Affiliated Colleges	36
	4.3	RIPE of Affiliated Colleges	37
Annex – A		Organizational Chart of Directorate Quality Enhancement	38
Annex – B		Material Required to be Dispatched to Dte QE Prior to the Visit	39
		Appendix – I (i & ii)	Supervisor’s File of Student/Scholar of PhD and MPhil/MS to be maintained for each scholar
		Appendix – II	Detail of PhD Scholars
		Appendix – III	Detail of MS/M-Phil Scholars in Research Phase
		Appendix – IV	Faculty Information Proforma
Annex – C		Scope of University’s Internal Quality Audit of HU departments/colleges	46
Annex – D		Responsibilities of Various Offices/Directorates for RIPE	50
Annex – E		Publication “Verification” Certificate of PhD Scholar	53
Annex – F		Publication “Verification” of Teachers on Monthly Base Submission - BPS	55
Annex – G		Publication “Verification” of Teachers on Monthly base – TTS/Tenure	56
Annex – H		Annual/Periodical Quality Assurance Returns related to Affiliated Colleges as per General Norms and Statistics/Data	57

Annex – I	Graduate Exit-Seminar Survey Evaluation Form (MPhil/PhD)	73
Annex – J	PhD/MPhil Defense-Quality-Survey form	75

DEFINITION

In this Policy, unless the context requires otherwise:

Assessment: In the context of Quality Assurance and Control, assessment is the process of identifying and ensuring that appropriate internal procedures are in place and operational and that outcomes of academic programmes and activities are in accord with established standards.

Audit: Audit is a process of identifying and ensuring that appropriate internal Quality Assurance and Control processes are in place and operational.

Programme Review: Programme review is a process of holistic appraisal of a course/programme and resources, aiming at its further evolution, and improvement.

Stakeholders: The term stakeholders include agencies (government and private) that control Institutions, individuals, or groups that participate in or have responsibilities towards High education in Pakistan.

Quality: Hazara University interprets quality as ‘fitness for purpose as summarized in the PSG-2023

Quality Assurance and Control: It refers to the process of evaluating/Assessing the extent to which the individual/unit/institution is delivering on its promises and refers to operational techniques, procedures and objectives that are used to fulfill the requirements of quality. The overall aim is to deliver the best service possible and to ensure continuous improvement. The assurance of quality is fundamental for all work undertaken by HU and should be implemented by all staff and its Stakeholders in their work. To that effect HU shall maintain consistency in work method throughout in accordance with already set policies, procedures, regulations and codes of practice without significant deviation.

Quality Assurance and Control Policy: HU Quality Assurance and Control policy is a document promulgated to maintain an effective and efficient Quality Assurance and Control process designed to eliminate deficiencies and inaccuracies and to ensure high quality standards. The intended goal of Quality Assurance and Control Policy is to affirm HU commitment to maintain a high standard of quality in the way this University work, the services it delivers, university’s relationships with staff and stakeholders and ensure continuous improvement, best value and hence best quality of outputs and outcomes.

Quality Management: Quality management refers to all the processes in place to facilitate achievement of quality in an institution.

Students’ assessment: Assessment in higher learning is the process of gathering and analyzing information from multiple sources to establish what students know and understand, but also how and where students can apply their knowledge, skills and experiences. The results of this process are used to improve subsequent learning.

ABBREVIATIONS

AA	Academic Audit
Acad	Academics
AC	Academic Council
ACM	Academic Council Meeting
ADQE	Assistant Director Quality Enhancement
AEA	Academic Efficiency Audit
AIR	Adequate Improvement Required
AT	Assessment Team
A&R	Advance Studies & Research / Academics & Research
BAQA	Board for Assessment of Quality Assurance
BS	Bachelor of Studies
CQI	Continuous Quality Improvement
CHEA	Council for Higher Education Accreditation United States
DDQE	Deputy Director Quality Enhancement
DQE	Director Quality Enhancement
DQEAC	Directorate Quality Enhancement Annual Calendar (DQEAC)
Dte.QE	Directorate Quality Enhancement (Mostly mentioned DQE)
EA	Efficiency Audit
EIR	Effective Improvement Retained
ENQA	The European Association for Quality Assurance in Higher Education
EQAR	The European Quality Assurance Register for Higher Education
EQA	External Quality Assurance
HEC	Higher Education Commission
HEDR	Higher Education Data Repository
HEI	Higher Education Institution
HoD	Head of Department
HU	Hazara University
HUPAQ	Hazara University's Quality Assurance Policy
IF	Impact Factor
IMP	Institutional Mentoring Program
IPER	Institutional Performance Enhancement Report
IPERC	Institutional Performance & Enhancement (Review) Report-document Preparation Committee
NQAAHE	The International Network for Quality Assurance Agencies in Higher Education
IQA	Internal Quality Assurance
IQAE	Institutional Quality Assessment and Effectiveness
ISAD	Institutional Self-Assessment Document

ISI	International Scientific Indexing
IT	Information Technology
LQE	Liaison Quality Enhancement
LIR	Limited Improvement Required
MPhil	Master of Philosophy
MS	Master of Science
NACTE	National Accreditation Council for Teacher Education
NAEAC	National Agriculture Education Accreditation Council
NBEAC	National Business Education Accreditation Council
NCEAC	National Computing Education Accreditation Council
NCHP	National Council for Homoeopathy (NCHP)
NCT	National Council for Tibb (NCT)
NOC	No Objection Certificate
NQF	National Qualification Framework
NTC	National Technology Council
ORIC	Office of the Research Innovation & Commercialization
PBC	Pakistan Bar Council
PCATP	Pakistan Council of Architects and Town Planers
PCP	Pharmacy Council of Pakistan
PEC	Pakistan Engineering Council (PEC)
PERN	Pakistan Education & Research Network
PG	Postgraduate
PGP	Postgraduate Programs
PGPR	Postgraduate Programs Review
PhD	Doctor of Philosophy
PM&DC	Pakistan Medical and Dental Council (PM&DC)
PNC	Pakistan Nursing Council (PNC)
PNQAHE	Pakistan Network of Quality Assurance in Higher Education
PQR	Pakistan Qualification Register
PREE	Program Review for Effectiveness and Enhancement
PSF	Pakistan Science Foundation
PSG	Pakistan Percepts, Standards and Guidelines for Quality Assurance in Higher Education [<i>shortly: Pakistan Standard Guidelines</i>]
PT	Program Team
PVMC	Pakistan Veterinary Medical Council (PVMC)
QA	Quality Assurance
QAA	Quality Assurance Agency Higher Education Commission, Pakistan
QAAB	Quality Assurance and Accreditation Bodies
QEC	Quality Enhancement Cell

QEE-Matric	Quality Evaluation & Enhancement Matric
REQAAB	Reviewing the Effectiveness of Quality Assurance and Accreditation Bodies
RIC	Research Innovation & Commercialization
RIPE	Review of Institutional Performance and Enhancement
SARs	Self-Assessment Reports
SIR	Significant Improvement required
SRIPE	Self Review Institutional Performance Evaluation
SOP	Standard Operating Procedure
TEQSA	Tertiary Education Quality and Standards agency
UG	Undergraduate

Section – 1

Introduction

1. Background

In present era, Higher Education System in Pakistan is evolving, passionately expanding and realizing the role of learning outcome initiatives in quality assurance framework, academic performance and academic audits. Well defined objectives are anticipately heeded for propitious output, which not only administer clear understanding of educational value to students, employers & stakeholders, but also foresee to boost institutional and learning improvement in monitoring Programs, curriculum development, teaching practices & methodologies beside backing the accreditation of programs, enhancing status of the institution in quality rankings while in addition develops belief of the public/stakeholders on the institution's performance. Such clear-cut decisive out-comes and set processes to undertake better control of educational quality what has been supposed intangible in the academic quality assurance accountability. For this purpose, policy guidelines are devised to regulate the processes in an aligned manner. These institutional-Quality-Assurance- guidelines will help to settle *Hazara University Quality Policy* with National and International standards and best practices in due compliance to the *Pakistan Percepts, Standards and Guidelines for Quality Assurance in Higher Education (PSG-2023)* duly promulgated by the Higher Education Commission of Pakistan.

1.1 Aim

The Quality Assurance Policy of Hazara University aims *to strengthen the Quality Culture in learning & research activities, enhance the quality of research output and provide support for implementing National and International standards.*

1.2 Vision

To aim for Quality Education on Continual basis at Hazara University through quality practices, inputs and by implementing world class Quality Standards.

1.3 Mission

The Directorate of Quality Enhancement (DQE) is devoted *to continually enhance excellence in the institutional processes by uplifting the spirit of focusing on quality delivery of educational services, to achieve satisfaction of stakeholders/students and to promote public confidence that the standards of the award of degrees are enhanced and safeguarded.*

1.4 Quality Assurance Policy Statement:

To promote quality culture in higher education & research at Hazara University based on self-assessing, to obtain improved outcome in view of the University's main vision/objectives duly in compliance to the HU Mission.

a. Compliance with Statutory Requirements;

Hazara University ensures that every individual working for or studying in HU shall comply with the University Act, Statues, Regulations, Rules and Policies.

b. Basic Principle of Quality Assurance Policy

Hazara University will serve the community and meet the challenging needs of National and international market by providing quality higher education through effective and efficient quality assurance system underpinned by quality teaching, learning and research. University will also inculcate ethical values in students through its programs to become better citizens. The QA policy of Hazara University is having a holistic approach, based on self-assessment¹ keeping focus on Quality improvement through comprehensive framework.

c. Students' Focus;

Students being direct customers of the university, therefore HU is committed to produce highly qualified manpower related to multidisciplinary fields. University ensures meeting students' professional needs & expectations and appreciates their role to participate in maintaining progressive learning environment.

d. Stakeholders Focus;

Every stakeholder is important to the University, therefore HU endeavors to provide encouraging, flexible, empowered, cohesive and congenial working environment to create, assimilate and analyze knowledge for the ultimate benefit of academia, industry, government and society.

e. Knowledge Creation and Dissemination

HU is focused on conducting multidisciplinary research in order to create knowledge to resolve political, socio, technological and environmental issues and to disseminate this knowledge through trainings, workshops, conferences and research journals to various national and international institutions.

f. Business Startup

HU is focused on facilitating startups and creating businesses based on multidisciplinary fields.

g. Linkages and Networking

Beside the liaison, coordination & membership with the International and National Organizations related to Quality Assurance in Higher Education (*like INQAAHE, APQN, PNQAHE, Accreditation Councils etc*), HU also establishes strong ties with various

¹ Refers HEC's Quality Assurance Frame Work PSG – 2023 for detail weblink
<https://www.hec.gov.pk/english/services/universities/QAA/Pages/Revamped-QA-Framework.aspx>

national and international HEIs, industries, organizations and government through relevant approving channels.

h. Optimization of Resources

HU is focused that the Human Capital, infrastructure and financial resources must be utilized optimally for accruing and sustaining benefits.

i. Environment Friendly

HU is committed to make campus(es) environment safest, green and clean and to provide a rewarding and challenging environment for faculty, staff and students to kindle and sustain a passion for excellence.

1.5 Objectives/Tasks:

Within the context of Mission Statement, the following are the objectives:

- a. Implementation of Quality Assurance Framework prescribed by Higher Education Commission of Pakistan, make it compliant with relevant accreditation bodies.
- b. To establish an effective system of Self-Assessment at all faculties, Departments and affiliated colleges for all approved programs with the purpose of Quality Enhancement and promote quality culture.
- c. To review the quality standards by auditing academic standards and quality of teaching and learning.
- d. Providing feedback for quality assurance of academic programs and support services.
- e. To classify “clear and unambiguous standards” as points-of-reference for the reviews to be carried out and developing procedures and ensuring that all departments/sections are implementing these through Internal Quality Audits.
- f. Establishing, improving and maintaining academic standards and assuring that university programs meet the requirements of HEC and the councils for accreditation.
- g. To bring HU’s educational standards at par with recognized international standard and to congregate the challenges of global compatibility in higher education.
- h. Ensuring improvement of the quality of teaching, research publications and related students / staff support services through internal audits.
- i. Verifying compatibility of the program objectives with institutional goals.
- j. Monitoring and enhancing learning of students.

- k. To suggest/take measures for capacity building of faculty members and staff involved in quality assurance measures.
- l. To take collective responsibilities for ensuring that adequate system for quality enhancement have been developed and are in place.
- m. Promoting the confidence of the public by ensuring that the standards and quality of education are enhanced.
- n. Seeking collaboration in various fields of common interest with local and international bodies.
- o. To extend and update Quality Assurance Process and evaluation methodology to promote Research Culture.
- p. Collection / provision of university data for university ranking² by national / international agencies.
- q. Implementing plagiarism policies in order to safeguard against plagiarism and eradicate plagiarism from scholarly work at Hazara University.
- r. Facilitating and guiding researchers to follow research ethics and use of the approved antiplagiarism software³ in order to maintain academic integrity and quality in the scientific publications.

1.6 Establishment of Quality Enhancement Directorate:

Establishment: The Directorate Quality Enhancement (DQE) was initially established as cell (QEC)⁴ and upgraded to Directorate as reflected below. The organogram is placed at **Annex – A** to this policy

Year of Establishment

2009: as a Cell; Quality Enhancement Cell (QEC)⁵

2017: the cell's status was raised to Directorate Quality Enhancement (DQE)⁶

HU Notification No.4(1)-HU/Reg/2009/1335 dated 08 Jul 2009

HU Notification No Acad 8 (17)/HU-REG/2017/853 dated 29 Nov 2017

Posts for QEC:

Sanction/Validation: Registrar Notification No.4(1)-HU/Reg/2011/1524 dated 10 June 2011

Item 4 of 16th meeting of Finance Committee dated 28 Jul 2011 &

Item 4 of 17th meeting of Finance Committee dated 16 Nov 2011

Item 17 of 21st meeting of Syndicate dated 22 Dec 2011

² Means Quality Rankings by International/National agencies like QS, Times Higher Education etc.

³ Currently "TURNITIN".

⁴ HEC document PC1 for Establishment of QECs

⁵ Syndicate Notification no. 4(1)-HU/Reg/2009/1335

⁶ Syndicate 36th Meeting. Notification Acad 8 (17)/HU-REG/2017/853

1.7 Quality Assurance Tool Kit

1.7.1 Main Quality Assurance Tool kit: **PSG-2023**

- A** – Review of Institutional Performance and Enhancement (**RIPE**)
- B** – Self Review of Institutional Performance and Enhancement (**S-RIPE**)
- C** – Programme Review for Effectiveness and Enhancement (**PREE**):
 - (1) Post Graduate Program Review (**PGPR**) (i.e. for PhD, MPhil/MS equivalent Review)
 - (2) Self - Post Graduate Program Review (**S-PGPR**)
 - (3) Programme Self-Assessments (**SARs**).
- D** – Institutional Quality Circle (**IQC**)
- E** – Institutional Performance Enhancement (Review) Report-Document preparation Committee (**IPERC**)

1.7.2 Directorate **QE Action Plan (Activity Calendar)** for Jan-June (each year) or as per matching of Targets given by HEC/Yearly Progress Review (YPR) i.e. July to June each year.

- a. Activity Planner (tabulated)
- b. Activity Calendar (detailed)

1.7.3 QAA-HEC Self-Assessment Manual.

1.7.4 Self-Assessment Feedback Forms & Implementation Strategies;

- a. Student Course Evaluation Questionnaire
- b. Faculty Course Review Report
- c. Survey of Graduating Students
- d. Research Student Progress Review Form(s)
 - i. Supervisory six months report (within Supervisory Files)
 - ii. Student Evaluation at Exit Seminar through the Chairperson – *Form No.*⁷
 - iii. Student Evaluation at Defense through the Dean – *Form No.*⁸
- e. Faculty Survey
- f. Survey of Department Offering PhD Programmes
- g. Alumni Survey
- h. Employer Survey
- i. Faculty Resume(s)
- j. Teacher Evaluation Form

1.7.5 Peer Evaluation Form

1.7.6 HOD/Chairperson Evaluation Form

1.7.7 Departmental Academic & Efficiency Audit

1.7.9 International Rankings and its bench marking

1.7.10 International/National Conferences, workshops, Seminars, Webinars

1.7.11 On campus Capacity building Trainings

1.7.12 Feedback information/data from Statistical/Academic Section of Registrar/CMS

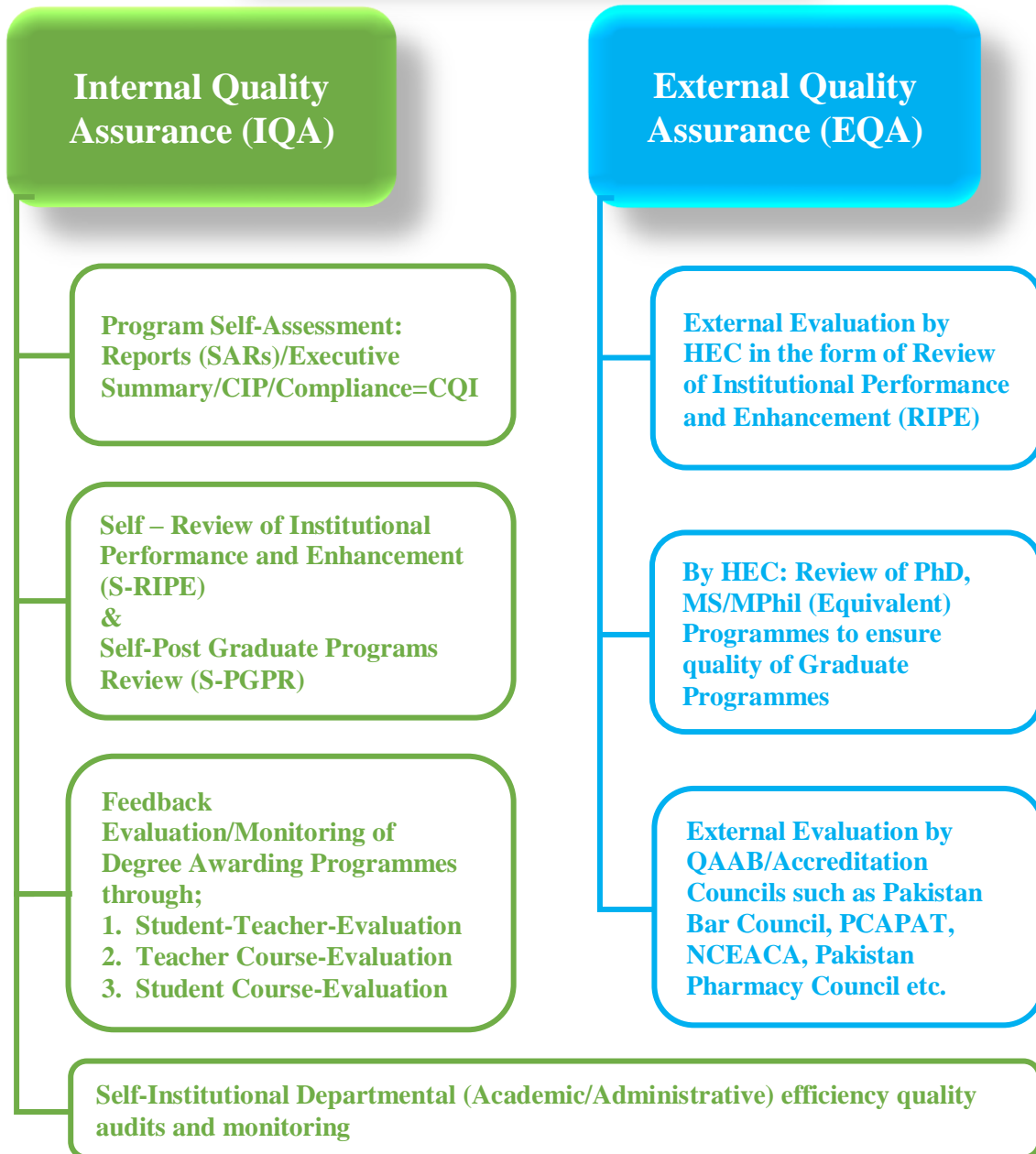
1.7.13 Feedback on admission from Dir SS/Provost and feedback on pass-out, drop, failed etc from CE office

⁷ Pattern at Annex - I

⁸ Pattern at Annex - J

- 1.7.14 Feedback on research and PGPR dossiers from Directorate A&R
- 1.7.15 Feedback on Research-Publications, Research-Projects and Research-Productivity/community-benefits/Public benefits from Directorate ORIC
- 1.7.16 Institutional Performance Enhancement Report (**IPER**) from **IPEC**

**Directorate Quality Enhancement
Hazara University
QUALITY ASSURANCE
MECHANISM**



Section – 2

Revamped Quality Assurance Policy of HEC: “Pakistan Precepts, Standards and Guidance for Quality Assurance in Higher Education (PSG)”

2. Pakistan Precepts, Standards and Guidelines (PSG – 2023)

The **Revamped Quality Assurance (QA) Framework** is a *collaborative effort between QAA UK and QAA Pakistan, which is developed through extensive consultations with key stakeholders i.e. Vice-Chancellors, Faculty, Directors of Quality (QECs), Students from 22 diverse Public and Private Universities across different regions and institutional types.* The PSG addresses both global best practices and local contextual challenges. According to the HEC-QAA directives the PSG-2023 is effective for implementation wef 01 Jul 2024 and is applicable for all sort of QE/QA/CQIs for EQAs and IQAs. The approach described in the PSG-2023, fosters a dynamic quality assurance mechanism. The mechanism which not only adheres to international benchmarks but also navigates through regional intricacies.

- a. the framework **integrates** international QA standards,
- b. also **incorporates** localized solutions;
 - i. to address unique challenges faced by higher education institutions in Pakistan.
 - ii. by contextualizing global best practices within the local landscape.
- c. **the framework offers tailored solutions** that cater to the specific needs and nuances of the Pakistani higher education sector.

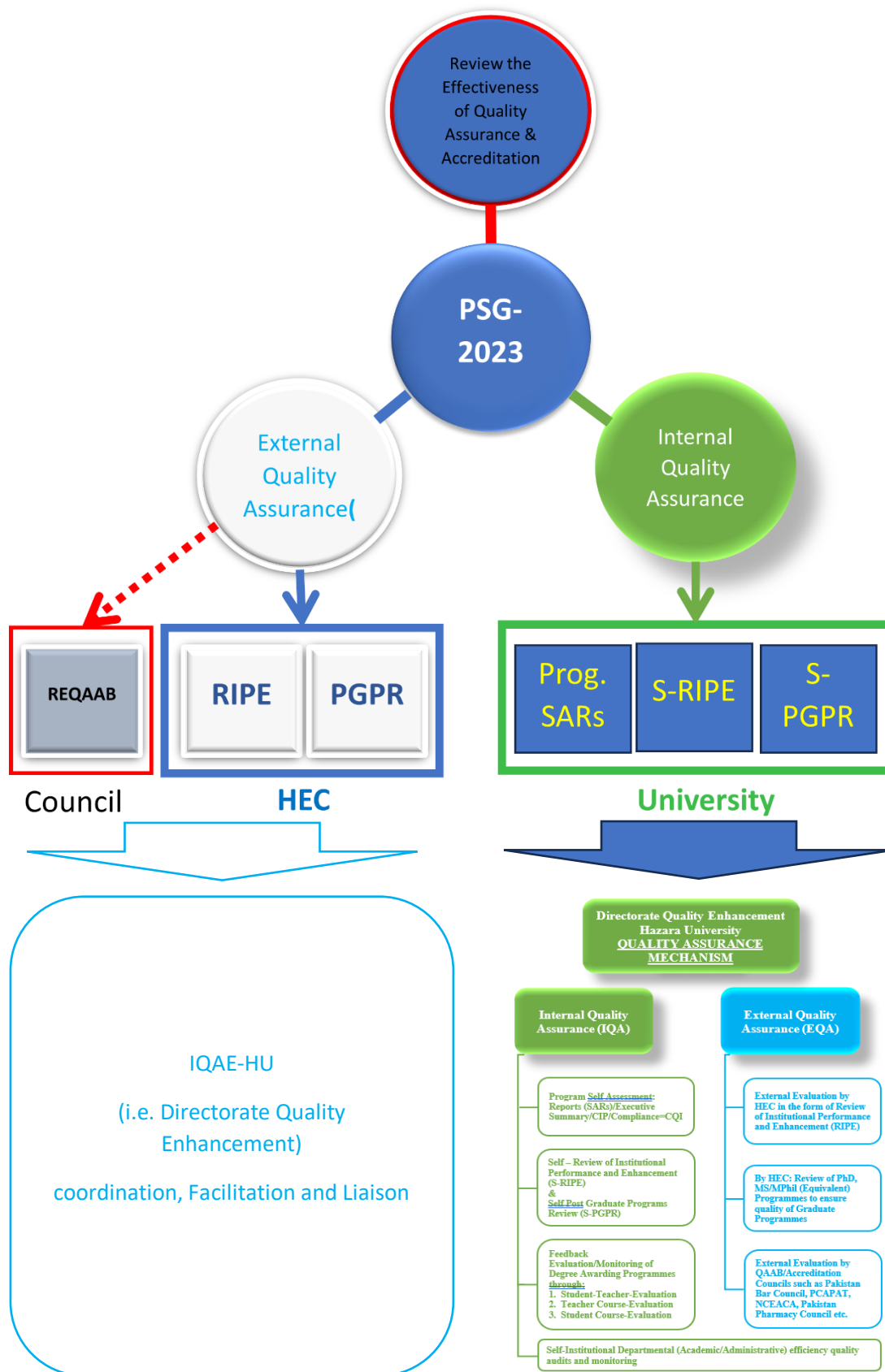
PSG – 2023 is a robust framework which has envisioned a transformative approach to QA in Higher Education of Pakistan and is being composed of 03-sub-policies or frames (REQAAB, RIPE and PREE) related to reviews/evaluations KPIs, methodologies, EOIs & indicative evidences etc, introducing a holistic and comprehensive outlook on quality enhancement by addressing critical aspects across diverse domains.

In view, to comply to the HEC directives/PSG-2023; the Hazara University has also re-designed its process for Quality Assurance analysis, evaluation, reviews and audits according to PSG – 2023. As stated earlier the PSG is divided in three main parts REQAAB, RIPE, PREE and a fourth one is the Judgement-framework, short-orientation is presented below in this HU-QA-Policy;

2.1 Review the Effectiveness of Quality Assurance & Accreditation Bodies (REQAAB)

The accreditation of a program prior to its commencement is required to have been approved/certified/accredited by a professional body or council. The REQAAB is a systematic mechanism to assess the effectiveness of Quality Assurance and Accreditation Bodies (QAABs⁹). Operating within the higher education sector. This domain recognizes the pivotal role of QAABs in upholding and improving educational quality within the institutions professional framework and evaluates their methodologies, procedures and impact, fostering accountability and ensuring that

⁹ Quality Assurance and Accreditation body (QAAB) (Council or International organizations)



these bodies continually align with global best practices. There are several councils/QAABs currently exist for the purpose in Pakistan while in case any international QAAB if reviews QAA-Pakistan, may opt/chose to visit the university for review. The process of REQAAB is carried out by the relevant accrediting council in coordination/liaison with the university administration, at the beginning of the discipline or program and later periodically to ensure the standards according to the professional enthusiasm. For REQAAB, the PSG has defined the following fourteen quality standards for fulfillment by the university;

2.1.1 REQAAB Standards of Quality

Standard	Title
1	Official status of quality assurance and accreditation bodies
2	Activities, policy and processes for quality assurance and accreditation bodies
3	Independence
4	Thematic analysis
5	Institutional resources
6	Internal quality assurance and professional conduct
7	Cyclical external review of quality assurance and accreditation bodies
8	Consideration of internal quality assurance
9	Designing methodologies fit for purpose
10	Implementing processes
11	Review panel/peer-review experts
12	Criteria for outcomes
13	Reporting
14	Complaints and appeals

2.1.2 Quality Assurance & Accreditation Bodies (QAABs)

- a. All the Accreditation Councils
- b. Quality Assurance Agency (QAA), Pakistan; (to be reviewed by any international body such as given below;
 - i. Quality Assurance Agency for Higher Education (QAA) – United Kingdom website: <https://www.qaa.ac.uk/>
 - ii. Council for Higher Education Accreditation (CHEA) – United States website: <https://www.chea.org/>
 - iii. The European Association for Quality Assurance in Higher Education (ENQA) website: <https://www.enqa.eu/>
 - iv. The European Quality Assurance Register for Higher Education (EQAR) website: <https://www.eqar.eu/>
 - v. The International Network for Quality Assurance Agencies in Higher Education website: <https://www.inqaahe.org/>
 - vi. Tertiary Education Quality and Standards agency (TEQSA) website: <https://www.teqsa.gov.au/>

2.2 Review Institutional Progress Enhancement (RIPE)

The PSG has provided the RIPE as a tool kit for judgement of the efficiency, effectiveness and yearly progress of the universities to bring improvements and carryout corrective measures. It is a complete policy providing whole-sum procedure.

- a. The RIPE domain sets the stage for a comprehensive evaluation of institutional performance, growth, and advancement.
 - i. This aspect acknowledges the multifaceted nature of higher education institutions and emphasizes their ongoing evolution.
 - ii. Through RIPE, institutions will undergo rigorous assessments that encompass not only academic achievements but also areas such as governance, research, community engagement, and infrastructure.
- b. This domain aims to foster a culture of continuous improvement, ensuring that institutions evolve in response to changing educational landscapes.
- c. The RIPE is carried out as External Review by QAA-HEC or
- d. Self-RIPE is conducted each year by the University as self-assessment-exercise.

The **RIPE** is processed through the following 16 quality-standards backed in three frames/pillars;

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 programmes 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

2.3 Programme Review for Effectiveness and Enhancement (PREE)

2.3.1 The **PREE** is composed of two groups of exercises i.e. Programmes self-assessments for each degree program offered by the university on cyclical basis in form of SARs at the end(s) of semester closure, and the second is Post Graduate Programmes Reviews either on EQA base or on IQA basis annually;

- a. The PREE domain focuses on the heart of higher education – academic programs.
 - i. PSG-2023 proposes a meticulous evaluation of program effectiveness, relevance, and impact on student learning outcomes.
 - ii. By reviewing curricula, pedagogical methodologies, research components, and industry integration, this domain aspires to elevate the quality of educational offerings.
- b. 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.

2.3.2 Conduct of PREE

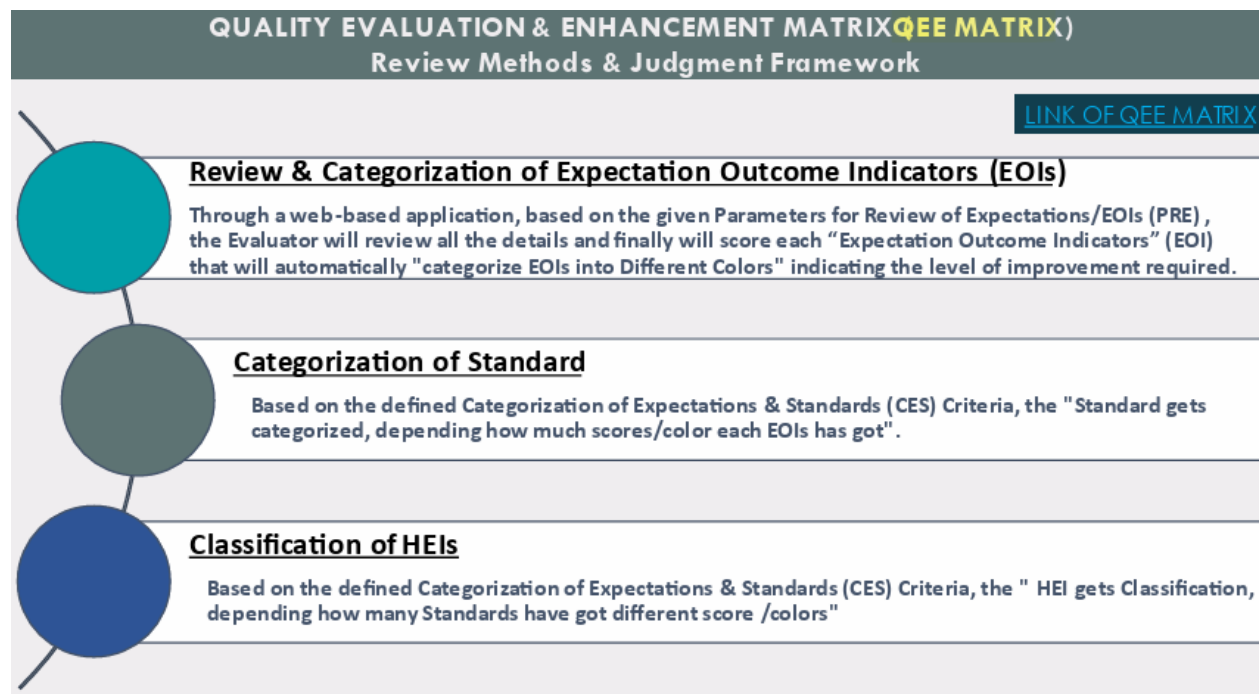
- a. External Review by QAA, HEC-Pakistan
- b. Self-assessment Review by IQEA of the University

PREE QUALITY STANDARDS	Standard 1	Programme 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

2.4 Judgement Framework

The PSG – 2023 has introduced a colour-scheme for classification of the universities based on its performance by describing a judgement process/method through a *Quality Evaluation & Enhancement Matrix (QEE-Matrix)*. The colors associated with each category signify the extent of improvement, aligning with the institution's dedication to quality. The short of QEE-Matrix is shown in 2.4.1 below, followed by a short description of the judgemental colour-scheme against 360o evaluation in 2.4.2. For detail refers HEC wesite: <https://www.hec.gov.pk/english/services/universities/QAA/Pages/Revamped-QA-Framework.aspx>

2.4.1 Judgement Process/Review Methods/QEE Matrix (Quality Evaluation & Enhancement Matrix)



2.4.2 Judgement Framework 360° Mechanism (Evaluation Matrix & Judgement Framework)

- **Green** (Effective Institutions): Represents institutions that have consistently demonstrated and retained impressive improvements over time (Effective Improvement Retained - EIR).
- **Blue** (Progressive Institutions): Denotes institutions making progress with a few areas needing further improvement (Limited Improvement Required - LIR).
- **Yellow** (Average Institutions): Indicates institutions performing satisfactorily while maintaining potential for adequate improvements (Adequate Improvement Required - AIR).
- **Grey** (Unclassified Institutions): Represents institutions that require substantial improvements across various areas (Significant Improvement Required - SIR).

Review of EOIs		Categorization of Standards	Classification of HEIs	Review Cycle	CQI Plan
Effective Retained	Improvement	EIR	EFFECTIVE	05 years	Biennial Self-assessment
Limited Required	Improvement	LIR	PROGRESSIVE	04 years	Yearly Self-assessment
Adequate Required	Improvement	AIR	AVERAGE/ INEFFECTIVE	03 years	Will be part of Institutional Mentoring Program (IMP) arrangements. + Biennial Self-assessment
Significant Required	Improvement	SIR	UNCLASSIFIED/POOR	02 years	Will be part of Institutional Mentoring Program (IMP). + Yearly Self-assessment

2.5 Overall Desired Outcome of the PSG – 2023

The outcomes collectively represent the framework's commitment to fostering a culture of quality, excellence, and continuous improvement within Pakistan's higher education institutions. The desired outcomes of the revamped framework, PSG 2023, are briefly summarized as point below;

- a. Enhanced international recognition and acceptance of Pakistani degrees and qualifications.
- b. Greater consistency and effectiveness in quality assurance practices with “*Improved transparency & accountability mechanisms*”, “*A shift towards a student-centric approach in higher education and*” and “*A transition from faculty-centered to student-centered educational environment*”.
- c. Transformation from conformity-based to enhancement-driven practices with “*proactive measures rather than reactive quality assurance measures*”.
- d. Encouragement of collaboration over isolation among institutions.
- e. Emphasis on contextual relevance over fixed standards; avoiding one size fits all approach.
- f. Increased stakeholder engagement and participation.
- g. Utilization of data for informed decision-making and continuous improvement.
- h. Strengthened self-assessment practices.
- i. A comprehensive and inclusive quality assurance ecosystem.
- j. Enhanced quality and employability of graduates.
- k. A thriving higher education sector contributing to national development.

Section – 3

Internal Quality Assurance: Self-Assessment, Accreditation and General QA Policy

3. Implementation of Quality Assurance

The detail of various measures required to be taken for ensuring quality at all the academic departments and the administrative directorates/sections, various activities are undertaken in accordance with the instructions laid down by HEC in its revamped QA framework PSG – 2023 and as per need of the relevant Accreditation councils/bodies. Hazara University shall have a reliable setup within the institution which shall take measures in its internal context other than PSG – 2023 wherever and whenever required to enhance the standards of education, research and the on campus activities. Hazara University has established its Institutional Quality Circle (say a Council) in compliance.

3.1 Institutional Quality Circle (IQC)

The Quality Culture in a Higher-Educational-Institution depends on a firm and strong Quality Assurance related body who can make decisions related to quality and implementation of standards with ease and to ensure 100% compliance on quality matters. For this reason a facilitative Quality Circle is required in each university. The Hazara University has established its Institutional Quality Circle which in its nature is a completely authorized quality council and makes its decisions competently and independently in order to implement all quality standards and to assure the quality enhancement and make the recommendations reports of various activities (RIPE, PREE etc) duly complied by all concerned quarters, offices and officers of the University. The IQC is the main quality assurance body of the University to ratify the activities and the reports of all EQAs and IQAs, as soon received to the University or its Registrar.

3.2 Meetings of IQC

Beside from ratifying the institutional self-evaluation (stated-above), the IQC shall meet atleast **four times a year** in its role as the ultimate delegated authority for the management of quality assurance at the University.

3.3 Constitution of IQC

The constitution of the IQC shall be as follow;

i.	Vice Chancellor	Chairman
ii.	Pro-Vice Chancellor, <i>in case the Pro-VC is passive-post then</i> Senior most Dean	Deputy Chair
iii.	Director Quality Enhancement (<i>in capacity of Head of the Institutional Quality Assessment and Effectiveness unit</i>)	Member/ Secretary
iv.	Heads of Departments as per meeting need-base	Members
v.	Deans, Directors (ORIC/A&R/ P&D) and Registrar/Admin heads	Members
vi.	Student Council representatives (02)	Members

vii.	Head/DD QECAC	Co-Opt Member
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3.4 Terms of Reference of IQC, its Role and Functions

The main TORs for the Institutional Quality Circle (IQC) have been described at Annex – 2 of PSG (pages 31-32) and some functions & responsibilities at various places in the four books of PSG. The consolidated TORs shall be as below:

Main TORs;

- (1) To monitor all relevant external guidance and requirements related to quality assurance, initiating and coordinating action as appropriate.
- (2) To develop and keep under review the university's Academic Policy and Quality Framework, that is, the systems, policies and guidance for assuring and enhancing the quality of students' learning experience and maintaining academic standards, and to consider and manage the outcomes of these processes.
- (3) To have oversight of the university's approach to assuring the completeness, accuracy, reliability and fitness for purpose of information provided for applicants and students.
- (4) To maintain operational oversight of academic and student-related policy and legislation, considering proposals for minor and operational legislative changes, consulting with legal services as appropriate.
- (5) To consider proposals for the addition, withdrawal, suspension, and exceptional amendment of programmes of study of the university. This will normally be undertaken by chair's action for regular reporting to a subsequent meeting of the committee.

Role of IQC related to RIPE

- (6) To constitute Institutional Progress Report Preparation Committee. [**Section 1.2, Table#1 of Book#3, page 02**]
- (7) To instruct the IPERC for the Institutional Progress Report [in shape of University's Annual Portfolio] for FY: *01 Jul of previous year to 30 June of ending year*) for carrying out the RIPE [**Section 1.2, Table#1 of Book#3, step#2, page 02 & 03**], to be submitted to Director QE for evaluation/checking [**Section 1.2, Table#1 of Book#3, step#3 & step#6, page 02**] by 15th of July each year.
- (8) **Initiation of Self-RIPE/Conduct of RIPE:** The IQC constitutes **RIPE committee** by meeting the conditions below: [**Section 1.2, Table#1 of Book#3, step#4, page 03**]
 1. review committee shall consist of five to seven members (internal and external).
 2. at least one external member shall be included from HEC's pool of experts.
 3. the internal members should preferably comprise seasoned and senior academics and administrative heads. Any other matter related to the Quality of Education, learning at the University.
- (9) Signing off/review and approval of RIPE/Self-RIPE report [**Section 1.2, Table#1 of Book#3, step#3 under Post visit activities, page 04**], developing the Compliance-Action-Plan (CAP) [**Section 2.5, page 26**] and implementation as per institutional CQI Policy [**Section 1.2, Table#1 of Book#3, step#4 under Post visit activities, page 04**] *{and develop internal CQI policy [Section 2.5, page 26]. Please refers the dates*

at various places and the state of relevant Sections/Directorates/Offices is part of this CQI of HU}

Role of IQC related to PREE:

- (10) To follow and monitor the departmental self-assessment by IQC. The IQAE submits executive summaries to IQC through the Vice Chancellor [**Section 1.1, Book#4, page 02**].
- (11) The Vice Chancellor forms the Assessment Teams (ATs) through IQC [**Flow-chart, Book#4, page 05**].
- (12) To ensure and approval, the preparation of documents for EQA/IQA Review of level 7 & 8 [**Section 1.1, page#2, Section 12.1 of Book#3, step#3, page 10**]

Other Functions and Roles of IQC; [Book#3, Annex-14, page 85]

- (13) **Ideation & planning:** IQC will convene meetings and will have ideation and planning session for effective QA mechanism through defining 4P and milestones against all the QA-related issues and challenges including IPE/RIPE report (self & external) and against EOIs of each IPE Standard.
- (14) **Execution & implementation:** IQC will meet to ensure execution of the prepared strategy for programme and institutional improvement.
- (15) **Review Implementation & Effectiveness:** IQC will have a meeting to review the implementation and its effectiveness for improvement.
- (16) **Tangible outcome & Capacity Building:** IQC will meet to ensure tangible outcome of the activities in the form of new policy intervention, SOP, mechanisms and ensure closing the loop along with the list of capacity-building strategy for institutional improvement.

During these discussions the IQAE will ensure that the IQC is informed by, and considers, the key questions under each element of the university/institutional performance report. In this way the discussions of the IQC are rooted in the student life cycle epitomised by the IPER and the data that is generated by student activity. A key output of the discussions of the IQC are the identification of opportunities for enhancement across the institution. [Book#3, Annex#14, page 32]

3.5 Institutional Performance Enhancement Report (IPER) and Institutional Performance (Review) Report document Preparation Committee (IPERC)

3.5.1 Institutional Performance Enhancement Report

According to the Quality Assurance Calendar of the University as per targets of the QAA-HEC for each year, the Quality-FY is from 01 Jul (Current year) till 30 June (closing day). A complete document based upon all the activities of the University to be converted into black & white for quality assessment review(s) and evaluation(s) in order to judge the performance of the university in accordance with the prescribed standards as detailed in the PSG – 2023. Such review(s) either shall be carried out by the QAA-HEC's team or otherwise to be conducted as self-RIPE exercise by a team to be constituted by IQC on recommendation of the Director QE. The Institutional Performance Report will be a document duly compiling all activities conducted during the current-year (*closing year on 30th June*) on its main campus, other campuses and its affiliated colleges [refers Annexure – H for affiliated colleges]. The document is to be prepared by a committee to be called ***Institutional Performance Enhancement Report Preparation Committee (IPERC)***. The

Committee shall prepare the document by 30 June each year and shall submit it on 1st of Jul each year to the Director Quality Enhancement for evaluation. However, the committee shall produce first draft on 01 April as progressed, to the Chairperson IQC and shall also provide a copy to IQAE to facilitate him in-time evaluation. The Director QE shall examine the document, if found it discrepant, shall return it to the IPERC within 03 working days and in case if the IPER is correct and fulfills the PSG-2023 requirements for RIPE, he shall evaluate it and submit the IPER duly evaluated to the Chairperson of IQC by 15th July (or earlier) for his consideration/approval of IQC. In case, the document is returned by the DQE to the IPERC, the IPERC’s chair shall enhance/improve the document and must be responsible to resubmit the IPER to DQE by 7th Jul of the year positively in order that 15th Jul submission (as per QA-calendar of QAA-HEC) to be achieved by the DQE with a double-pace work.

3.5.2 Institutional Performance & Enhancement Report Document Preparation Committee (IPERC)

The IQC shall constitute, the “**Intuition Performance Enhancement Report document preparation Committee (IPERC)**” for preparation of the “*Institutional Performance Report*”.

Proposed composition is given below;

i.	Registrar	Convener
ii.	Deputy Director QE/Assistant Director QE (nominated by Director QE)	Advisor/Facilitator
iii.	Director A&R	Member
iv.	Controller Examination	Member
v.	Director IT	Member
vi.	Director ORIC	Member
vii.	Director Admissions/Director SSC/Provost	Member
viii.	Deputy Registrar (Academics/affiliations)	Secretary – I (shall be responsible for Bureau of Statistics, Academics and Affiliations)
ix.	Deputy Registrar (Establishment)	Secretary – II (shall be overall Secretary of the Committee)

3.5.3 Terms of References of Institutional Performance Enhancement Report Document Preparation Committee (IPERC)

The IPERC shall be responsible for;

- a. Gathering information and data from all quarters of the University including the campuses and affiliated colleges.
- b. Shall ensure that the information and the data is of the currently closing year (i.e. 1st July – 30 June of the closing FY).

- c. Shall ensure the authenticity and correctness of the information/data.
- d. Will be responsible for sorting the information and data according to the described eleven standards of the RIPE and as per pattern of IPER given by the QAA-HEC.
- e. Shall ensure that all questions described in the questionnaire are answered/replied by relevant quarters in accordance to the EOIs and outcomes.
- f. Will be responsible for composition and tabulation of the information and data.
- g. Shall submit the wholesome composed IPER in final shape to the Director QE on 1st Jul of the year.
- h. In case, the IPER is discrepant and received back within 03 days, must resubmit by 07 Jul positively.

3.6 Committee of Research Ethics (COPE)

There shall be a Research Ethics Committee (REC) of the University to be called “*Committee of Research Ethics (COPE)*”, with a mandate to reviewing research involving human participants to ensure that their dignity, rights and welfare are protected. **The composition, TORs and quorum of the COPE shall be as described by the Research & Publications Policy of the University however the general constitution shall be as below;**

a.	Senior Most Dean	Chairperson
b.	Deans of Faculties	Members
c.	04 Senior most Chairperson of each faculty not below the rank of Professors	Members
d.	Director ORIC	Member
e.	Director QE	Member
f.	Any other to be co-opted by the Committee itself for specific agenda	Co-Opt Member
g.	One PhD Scholar (to be nominated by the Vice Chancellor on recommendation of the Dir A&R)*	Member
h.	One MPhil (equivalent) scholar to be member (to be nominated by the Vice Chancellor on recommendation of the Dir A&R)*	Secretary – II (shall be overall Secretary of the Committee)
i.	Director A&R	Secretary

Provided all members shall comply to the Conflict-of-Interest Policy of the Government/University.

Provided that members at SNo. (g & h) shall not be from 1st or 2nd semesters and shall not be employees of any public or private organization/office.

3.7 Self-Assessment Review

Self-Assessment is a systematic process of gathering, reviewing and using important quantitative and qualitative data and information from multiple and diverse sources regarding educational programs, for the purpose of improving student learning, and evaluating, whether the academic & learning standards are being met. Self-assessment is an important tool for academic quality

enhancement & assurance and provides feedback for faculty and administration to initiate action/implementation plans for improvement. A successful assessment program includes;

- a. Purpose identification
- b. Outcomes identification
- c. Measurements and evaluation design
- d. Data collection
- e. Analysis and evaluation
- f. Decision-making regarding actions to be taken

The objectives of self-assessment are to:

- i. Maintain and continuously enhance academic standards
- ii. Enhance students' learning
- iii. Verify that the existing programs meet their objectives and institutional goals
- iv. Provide feedback for quality assurance of academic programs
- v. Prepare the academic program for review by discipline councils or by HEC

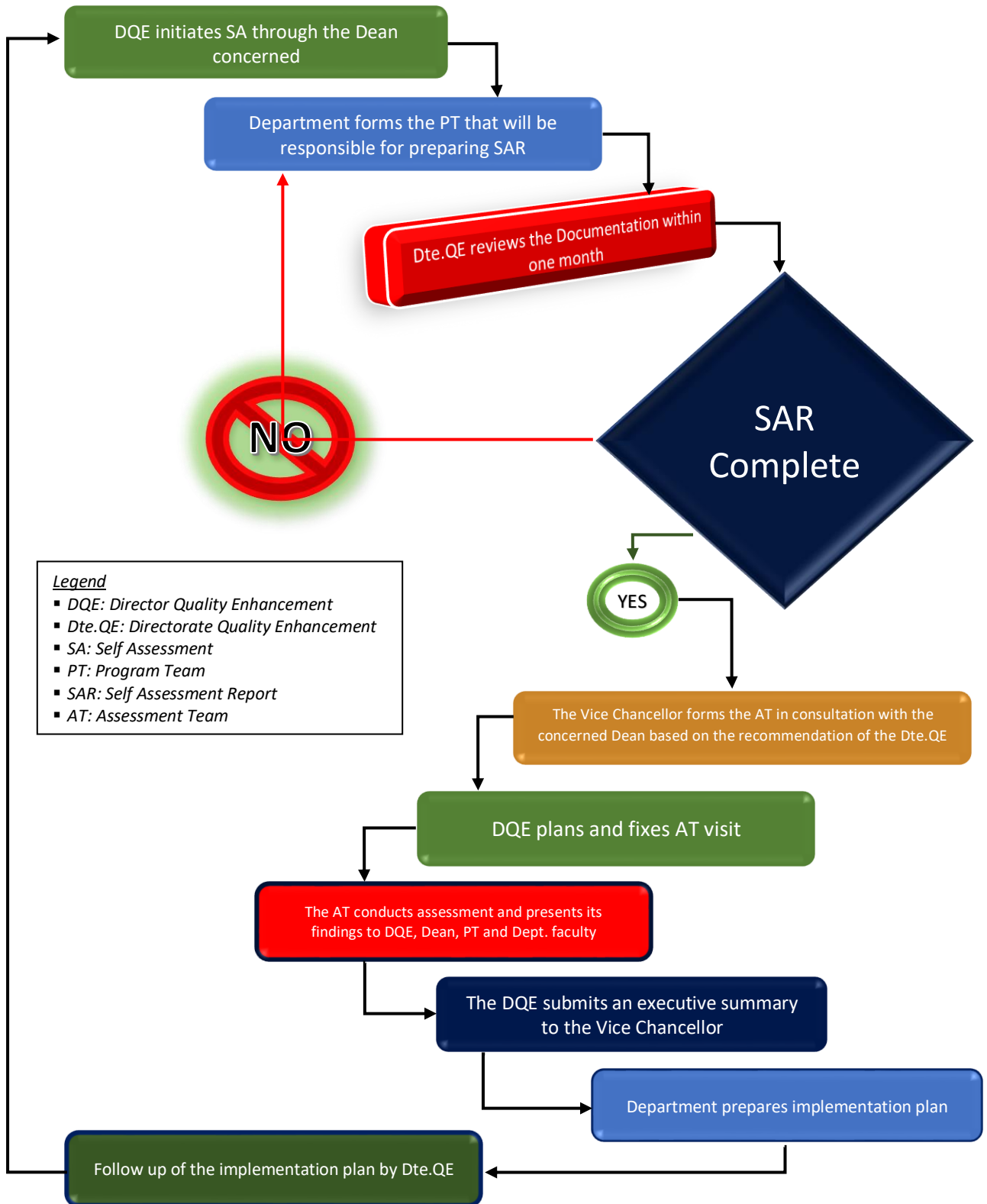
To carry out self-assessment and prepare Self-Assessment Reports (SARs) of all the Academic Programs of Hazara University, the *HEC-Manual* will be taken as guideline. Procedure and responsibility of writing of SARs is described in ensuing paragraphs. Under the PREE as per PSG-2023, to carry out the self-Assessment of all PhD and MPhil programs as “Self -Post-Graduate-Programme-Review (S-PGPR)” each year by a team approved by the IQC, to be conducted as per Directorate-Quality-Enhancement-Annual-Calendar (DQEAC) submitted in first week of July (each year) to the QAA-HEC against the Annual Targets schedule.

3.8 Self-Assessment Review (SAR) Process:¹⁰

Self-Assessment Reports are one of the most extensive works which is to be performed by the departments/institutions and affiliated colleges of Hazara University. Each academic program shall undergo a self-assessment Review every year (as per assessment cycle). All heads departments/HEIs are responsible to ensure writing of SAR as prescribed in *HEC Manual*. Chairperson/HOD of each Academic Department/institution are responsible for, coordinating and follow up on the self-assessment (SA) activities and will perform as Liaison for QE (LQE) who will be required to submit the CIP/compliance report upon the recommendations of the SAR's findings. In case of non-submission of two consecutive CIPs, to DQE, by the LQE (Chairperson/HOD) of the Academic Department, the admissions may be recommended by the Director QE to IQC for counseling the Chairperson to avoid stopping. In case of four such non-submissions of CIP-reports, the Program may be reported by DQE to the IQC/HEC, for stopping of further conduct/running by the University as unsatisfactory program-compliance. The flow chart of Self-Assessment Review process is shown on next page.

¹⁰ In SAR process for Affiliated Colleges, the “Chairperson” to be replaced with “Principle or departmental Head in the college concerned”. The rest of the process will remain the same.

Self Assessment Review (SAR) Process



3.8.1 Role and Responsibilities of Director Quality Enhancement (Dir. QE)

The Director Quality Enhancement (Dir QE) is responsible to/for;

- a. Ensure that the Institute's quality assurance procedures are designed to fit in with the arrangements in place as per HEC's PSG-2023.
- b. Review the quality standards and the quality of teaching and learning in each subject area and supporting administrative offices.
- c. Review the academic association with other institutions in terms of effective management of standards, quality of university's activities.
- d. To be part/member of reviews of sister Universities in the country either on invitation by a university/institution or on directives of the QAA-HEC.
- e. Developing quality assurance processes and methods of evaluation to affirm that the quality of provision and the standard of awards are being maintained by the University;
- f. Director Quality Enhancement shall be the member of all Authorities and statutory bodies and shall be the Secretary of IQC and member COPE Committee of the University
- g. For maintaining and improving the quality of Higher Education, developing procedures and processes, monitoring and evaluation systems, and standards for the following;
 - i. the approval of new program,
 - ii. annual monitoring and evaluation including program monitoring, faculty monitoring and student perceptions,
 - iii. departmental review,
 - iv. student feedback,
 - v. employer feedback,
 - vi. quality assurance of undergraduate, graduate and doctoral programs,
 - vii. institutional assessment and performance evaluation,
 - viii. Program specifications; and qualification framework.
- h. Initiation of Self-Assessment Review Process and issuance of initiation letter from Directorate Quality Enhancement.
- i. Review of SARs for completion as per SA Manual.
- j. Formation of Assessment Team (AT).
- k. Scheduling of AT visit.
- l. Receiving the AT Report & Department's Implementation Plan.
- m. Verification of the Rubric Evaluation done by AT .
- n. Finalizing the Executive Summary, its submission to the Vice Chancellor and obtaining implementation plan from the Chairperson/HOD.
- o. Ensure timely filling of feedback forms.
- p . Submission of SARs (hard & soft copy) and its executive summary to HEC.
- q. Follow up of Implementation Plan till its completion.

3.8.2 Role and Responsibilities of Chairperson/HOD (as LQE)

The Chairperson/HOD being LQE of the department is responsible for;

- a. Initiation of Self-Assessment Review Process upon receipt of initiation letter from Directorate Quality Enhancement.
- b. Review of SARs for completion prior submission to Director QE.

- c. Proposing panel for Formation of Assessment Team (AT) to Director QE through Dean of the Faculty.
- d. Coordinating the schedule for visit/meeting of the AT.
- e. Finalizing the AT report, its submission to Directorate and providing the Implementation Plan.
- f. Preparation of the Rubric Evaluation for the AT.
- g. Submission draft of the Executive Summary (along with implementation Plan) to the Director QE.
- h. Ensure timely filling of feedback forms.
- i. Submission of SARs (hard & soft copy) and its executive summary to Directorate Quality Enhancement for onward processing & submission to HEC.
- j. Follow up of Implementation Plan till its completion and submission of compliance report before starting of the next semester.

3.9 SAR Writing:

3.9.1 The procedure for writing of SARs is as follows:

a. Upon receipt of the initiation letter from Dte. QE, the Chairperson/HOD (LQE) initiates the SA one semester prior to the end of the assessment cycle through the Directorate QE with the approval of 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.

b. 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.

c. The department shall submit the SAR to the Director QE, through the concerned Dean. The Director QE reviews the SAR within one month to ensure that it is prepared according to the required format.

d. The Head of the Institution forms a program assessment team (AT) in consultation with the DQE's recommendations within one month. The AT Comprises of 2-3 faculty members from the university. The AT must have at least one expert in the area of the assessed program.

e. The DQE plans and schedules the AT visit period in coordination with department that is offering the program.

f. The DDQE/ADQE helps as facilitator for the AT for on-campus programs and DD/Incharge/Head QECAC for the affiliated colleges.

g. The AT conducts the assessment, submits a report and presents its findings in an exit meeting that shall be attended by the DQE, Dean/Chairperson, PT and faculty members.

h. The DQE shall submit an executive summary on the AT findings to the Vice Chancellor.

i. The Department shall prepare and submit an implementation plan to Dte.QE 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. *Table A.2 in Appendix A of HEC manual* provides a format for preparing a summary of the implementation plan.

j. The LQE shall follow up on the implementation plan to ensure that his/her department is adhering to the implementation plan. The academic department shall inform the LQE each time a corrective action is implemented. LQE shall review the implementation plan once in a semester to assess the progress of implementation and submit the progress/compliance to Dte. QE.

3.9.2 The above procedure will be followed for the Affiliated Colleges with the Principle as LQE and Head/DD QECAC as coordinator. For the purpose, the Provincial/HED's Director QA shall also be liaised (if needs).

3.10 Program Team (PT):

PT is a group of professionals which is nominated by the head of the department. The PT is responsible for writing of SAR and acts as a contact/focal group during the period of assessment process. Program Teams (PT) is formed by the department upon receiving the initiation letter and approved by the Directo QE. The PT will be responsible for preparing self-assessment report (SAR) regarding the program under consideration over a period of one semester.

3.10.1 Composition of PT:

<u>No. of Students in the Program</u>	<u>Program Team</u>
300	1 Chairman & 3 Members
Between 300 to 1000	1 Chairman & 5 Members
More than 1000	1 Chairman & 6 Members

3.10.2 Desired Skills of PT:

- a. Demonstrate commitment to the principles of quality in higher education and the policies set by the Higher Education Commission of Pakistan.
- b. An enquiring disposition.
- c. Power of analysis and judgment.
- d. Ability to work in teams.
- e. Time management skills.
- f. Experience of organization and management, particularly in relation to teaching and learning matters.
- g. High standards of oral and written communication skills.
- h. Self-motivated and willing to work for quality improvement.

3.10.3 Responsibility of Members of PT/Program Team Job Description

As per requirement of HEC, a **member** of Program Team is responsible to perform the following activities:

- a. To participate in all training sessions/workshops being organized by Dt.QE for Program Team.
- b. To attend all meetings arranged by DQE or by Chairperson/HOD (as LQE) as and when required.
- c. To provide valuable suggestions about effectiveness and suitability of the Self-Assessment mechanism.
- d. To ensure that Self-Assessment Mechanism is being implemented as per given guidelines.
- e. To certify that every criterion and standard conceived by HEC in Self-Assessment Manual is properly addressed while developing SAR (Self-Assessment Report) of any program offered by the University.
- f. To provide solid and rational justification for any criterion or standard provided in Self-Assessment Manual if not applied/applicable.
- g. To provide documentary evidence when required – while developing SAR. To get/collect related documents/information from different departments (on faculty, students, libraries, laboratories and infrastructure) to fulfill the prescribed standards under each criterion, use of proper channel.
- h. To work according to timelines devised by Dte. QE so that rest of the activities can be completed in time to meet the deadlines imposed by HEC.
- i. To keep the record of all the supporting documents addressing various standards of the SAR.
- j. To circulate all the applicable feedback forms to the target stakeholders and include the analysis of the same in the SAR i.e. to conduct all surveys mandatory for the development of SAR. Further, analyzing the surveys' results and including analysis in SAR is also a responsibility of program team members.
- k. Getting SA Performae filled by faculty, students, alumni and employers.
- l. Writing summaries of feedback received through Performae.
- m. Analyzing the feedback and drawing conclusions
- n. To communicate with the management on the effectiveness and suitability of the SA mechanism.
- o. To coordinate with other departments and faculty members as and when required for the completion of the SAR by LQE directly or nominated Focal Person.
- p. To ensure the security and confidentiality of all the documents and surveys' results until and unless not publicized by Dte. QE.
- q. Writing a foreword giving brief history of the program, particulars of the PT, date of starting / finalizing report writing.
- r. Compiling the report by responding to each criteria/ standard given in the SA Manual and integrating the collected information / feedback.
- s. To sign the report by the convener / chairperson of the program and each member of the team.

3.11 Assessment Team (AT)

Assessment Team (AT) is a group of professionals in the relevant field including the experts from outside or inside the University, who will review the SAR prepared by the PT and give its findings in the form of a report called “AT Report”. The AT to be approved by the Vice Chancellor on recommendation of the DQE from the names submitted by the Chairperson.

<u>No. of Students in the Program</u>	<u>Program Team</u>
300	1 Chairman & 3 Members (<i>including 01 external member</i>)
Between 300 to 1000	1 Chairman & 5 Members (<i>including 01 or 02 external member(s)</i>)
More than 1000	1 Chairman & 6 Members (<i>01 to 03 external members</i>)

Note: *Online AT; In case of any unforeseen circumstances, if the AT is required online then report of the external AT member will be taken.*

3.11.2 Desired Skills of AT

- a. Demonstrate commitment to the principles of quality in higher education and the policies set by the Higher Education Commission of Pakistan.
- b. An enquiring disposition.
- c. Power of analysis and judgment.
- d. Ability to work in teams.
- e. Time management skills.
- f. Experience of organization and management, particularly in relation to teaching and learning matters.
- g. High standards of oral and written communication skills.
- h. Self-motivated and willing to work for quality improvement.

3.11.3 Responsibilities of AT

- a. Check completeness of the SAR as per SA manual.
- b. Look at the comprehensiveness / relevance of responses to various criteria and standards.
- c. Verify the data / information given in SAR.
- d. Confirm the summaries of the feedbacks/surveys made by the PT.
- e. Review the conclusions drawn by the PT from the feedback performance.
- f. List down the findings from the assessment exercise.
- g. Carry out rubric evaluation of SAR h) Write down the AT report.

3.12 Internal Academic Audit

- a. Dte. QE coordinates and executes periodic internal academic audit of all HU departments /campuses. Composition of Audit team is as follows;

Academic/Administrative Audit Panel¹¹:

- i. Director QE (nominee) – Reviewer
 - ii. Director A&R (nominee) – Reviewer
 - iii. Director ORIC (nominee) – Reviewer
 - iv. Controller Examination (nominee) – Reviewer
 - v. Dean (Nominee) – Reviewer
 - vi. Head/Incharge/DD QECAC – Reviewer
 - vii. Secretary from DQE to be nominated by Director QE
- b. Prepare Internal Audit program at the start of calendar year and disseminate to all the concerned and Faculties/department/campus.
- c. Get feedback/self-assessment from the Faculty/department/campus as per **Annex-B** in shape of a dossier and share with the Audit team. (The dossier structure is subject to change from time to time.)
- d. Carry out detailed academic audit of a Faculty or a specific department(s) or campus(s). Scope of university Internal Quality Audit is placed at **Annex-C**.
- e. During the visit a Presentation by the Faculty/department(s) is given to the panel members. Evaluation of documents is carried out. The panel members carry out review the management of laboratories, classrooms (seating arrangement, lighting, ventilation, ICT and facilitation) and library etc. The panel members also conduct interviews of students and faculty prior to the de-briefing to Dean/head of the department/coordinator of the campus.
- f. After the visit Dte. QE gets the feedback from all panel members and prepares Post visit report. The Post visit report is presented to Vice Chancellor for onward placing to the next meeting of IQC.
- g. After receiving comments/CPI from IQC/Vice Chancellor the report is dispatched to the Chairperson/Head of Department (as the case may be) through Dean of the concerned Faculty for taking appropriate actions according to the recommendations given in the report. Dte QE keeps monitoring the progress on the panel recommendations, from the Faculty/Department(s) through obtaining the compliance report.

TORs of Academic/Administrative Audit:

The responsibility of the Academic/Administrative Audit team shall be as per relevant manual duly approved by the university for the self audit.

3.13 Starting of new Program¹²

- a. For starting of a new program, the feasibility report is a compulsory requirement to be prepared by the Registrar or a committee duly notified by the Registrar office. The Feasibility report shall include the three main portions duly covered i.e. (i). Academic Feasibility, (ii). Financial Feasibility, (iii). Administrative Feasibility.
- b. Prior obtaining approval of the statutory bodies, the case's complete file along with the Feasibility report to be referred by the Vice Chancellor to the Directorate QE for his

¹¹ From the **panel**, the VC will appoint teams for audit of group of academic/administrative departments. The composition of each team shall not be more than 04 members.

¹² Policy Letters: i. HEC; 1-1/MD/QAA/HEC/06 dated 02 Aug 2008, 1-1/QAA/HEC/2010-167 dated 15 Nov 2010, Director/QA/HEC/2017221 dated 13 Sep 2017, and PSG – 2023. HU; 3(21) HU/QEC/2010 dated 25 Nov 2010, HU/DQE/INT/CORSP/2017/284 dated 19 Sep 2018 and this policy.

comments to be made in accordance with the authority delegated under the HEC Quality Framework PSG-2023.

c. The commencement/advertisement for admission can be done only if positive comments of the QE directorate exist.

3.14 Accreditation

a. The REQAAB and QAABs already stated in this policy. Accreditation / Re-accreditation of all UG programs of Hazara University are to be processed through Academic Section of Registrar office/ Deputy Registrar (Academics). It will be department's responsibility to take financial approval of accreditation fee from Directorate Finance/Treasurer/Competent Authority as prescribed by accreditation council. Academic Council approval of the program prior to the accreditation request to a council/body will be mandatory. Deputy Registrar (Acad)/Acad. Sect. of Registrar office will keep the Dte. QE updated regarding the progress/achieving of accreditation of a/any Program. The Director QE whenever and wherever is needed will liaison with the relevant Councils as facilitator and ensuring the accreditation.

b. The HEC (QAA) has listed the following fourteen professional bodies and accreditation councils

(<https://www.hec.gov.pk/english/services/universities/QAA/Pages/Accreditation-Councils.aspx>);

- i. Pakistan Engineering Council (PEC) (<https://www.pec.org.pk/>)
- ii. Pakistan Medical and Dental Council (PM&DC) (<https://pmdc.pk/>)
- iii. Pakistan Veterinary Medical Council (PVMC) (<https://pvmc.gov.pk/>)
- iv. Pakistan Nursing Council and Midwifery (PNC) (<https://pnmc.gov.pk/>)
- v. Pakistan Council for Architects and Town Planners (PCATP) (<https://pcatp.org.pk/>)
- vi. Pharmacy Council of Pakistan (PCP) (<https://pcpisb.gov.pk/>)
- vii. Pakistan Bar Council (PBC) (<https://pakistanbarcouncil.org/>)
- viii. National Council for Homoeopathy (NCHP) (<http://nchpakistan.gov.pk/>)
- ix. National Council for Tibb (NCT) (<https://www.nct.gov.pk/>)
- x. Allied Health Professionals Council (<https://ahpc.org.pk/index.html>)

Accreditation Councils Established by HEC;

- i. National Agriculture Education Accreditation Council (NAEAC) (<https://naeac.org/>)
- ii. National Business Education Accreditation Council (NBEAC) (<https://www.nbeac.org.pk/>)
- iii. National Computing Education Accreditation Council (NCEAC) (<https://nceac.org.pk/>)
- iv. National Accreditation Council for Teacher Education (NACTE) (<https://www.nacte.org.pk/>)
- v. National Technology Council (NTC) (<https://www.ntc-hec.org.pk/index.php>)

c. Departments will present all change in scope cases, to the Academic Council. After the approval case will be processed through Dean & Academic Section of Registrar office for necessary change in scope visit by the accreditation council.

d. Departments will ensure that the batches are accredited well before the graduation. Where accreditation of a “Program” prior starting is required, the criteria of the relevant council(s) must be complied (like in case of PBC and PM&DC etc).

e. Where recognition or certification of a professional council is required, the department must fulfill with the standards of the relevant council to obtain such accreditation, recognition or certification.

3.15 Procedure for approval of Graduate programs

For all Graduate programs starting from Fall-2013 (i.e After Oct 2013) approval from HEC is mandatory. Cases duly approved by Academic Council for issuance of NOC by HEC in respect of all Graduate program of all departments will be routed through Directorate A & R to Dte. QE for onward submission/dispatch to HEC. To obtain NOC, departments will prepare the case as per the guidelines issued by HEC. Following documents in shape of dossier are to be prepared by the concerned department (05 copies) in hard and soft forms. (Any additional information may also be included which HEC may require at any later stage.)

- a. Act/Charter of the University allowing to offer a program
- b. Feasibility Report (Academic, Financial and Administrative)
- c. Approval of the University statutory body to start/launch new program
- e. NOC of accreditation council to launch a professional program (if applicable)
- f. Curriculum of program in line with the HEC guidelines
- g. Exact title of program that will appear on relevant degree
- h. Brief Introduction of Program including Vision, Mission & outcomes and date of its commencement
- i. Objective to offer program
- j. Scope regarding market, social and employment perspective of program
- k. Entry/ admission requirement of program
- l. Duration of the program and semester-wise break-up of workload/credit hours
- m. PhD thesis review policy (As per HEC policy)
- n. Policy of publication of research papers in HEC recognized journals {only published (not the accepted) papers shall be considered to the credit of PhD scholar}
- o. There is a requirement of appointing full time relevant PhD faculty (minimum two PhDs for launching an MS/MPhil/equivalent program and three PhDs for a PhD/equivalent program in the relevant field). Please provide copies of following documents in respect of each PhD faculty member to be enclosed as part of the dossier;
 - i. Appointment order/notification
 - ii. Joining report along with current status
 - iii. CV along with one recent passport size photograph
 - iv. PhD degree and its translation in English (if/where required)
 - v. Transcript of grades
 - vi. Equivalence certificate in case of foreign degree/where required/(if applicable)
 - vii. Areas of specialization in PhD
 - viii. Title of PhD thesis
 - ix. Copy of CNIC

3.16 Conduct of “Review of Institutional Performance and Enhancement (RIPE)”

In Section 2.2 the description regarding the RIPE is presented. HEC details a panel from a standing list of experts, for the conduct of *RIPE* or the Directorate QE conducts a *Self-RIPE* on yearly basis for review of the activities of HU and the panel/team is constituted by the IQC. For conduct of the RIPE, the basic requirement is the IPER-documents, which has to be prepared by IPERC, evaluated by the Director QE and presented to IQC in its quarterly meeting in 1st/2nd Week of July (each year). The Dte QE coordinates between HEC and HU for evaluation of academic departments & administrative Sections of HU. Relevant departments/offices and directorates will provide/present requisite data to Dte QE/Visiting Panel. Responsibilities of various directorates are attached as **Annex-D**. The RIPE or S-RIPE is carried out/conducted as per the HEC’s RIPE’s eleven standards described in the PSG-2023. The Registrar will participate in the three days activities of the RIPE/Self-RIPE and for all the data gathered in shape of IPER for the evaluation period, will present himself or with the help of well conversant concerned officer/staff, the original files/documentation as evidence for review/evaluation by the RIPE/S-RIPE panel and who will adhere to explain or clarify any query/question raised by any member of the panel.

3.17 Submission of Institutional Performance & Enhancement Report (IPER)¹³ and Yearly Progress Report (YPR)

- a. Each year the **Institutional Performance Enhancement Report Document Preparation Committee (IPERC)**¹⁴ will prepare the *Institutional Performance Enhancement Report (IPER)* for the fiscal activities of two semesters for the period of 1st July to 30 June of the year regarding the Eleven standards as prescribed by HEC in the PSG-2023 and submit it to the Director QE for evaluation and onward submission to the IQC to be completed by 15 Jul 2024. The Directorate QE will submit the soft copy of final report to the QAA-HEC as demanded (as & when base). The report will automatically become part of the Yearly Progress Report (YPR) to be submitted to HEC by 20 July of the year.
- b. All the Chairpersons/HODs/Deans, Controller Examinations, Provost, Registrar, Directors and Sectional heads must provide the data, documents and statistics alongwith answers to questionnaire of relevant standard as and when demanded by the IPERC for preparation and compilation of the UPR, with a copy to DteQE so the timely evaluation could be made possible. Normally the same demand comes up in the month of Apr & May and fill ups are completed by the last week of June. The **IPER** to be compiled by **IPERC**, first draft to be presented to the Chairman IQC in first week of April the after filling the remaining data/information of May/June shall finalize in the by 15 June each year and to be submitted to Dir QE on or before 1st July.
- c. Not only the institutional performance evaluation RIPE or S-RIPE will be carried out on the base of this IPER data but it will also be the basis for the Yearly Progress Report (YPR) and its score of the University performance.
- d. The HEC demands Yearly Progress Report (YPR) of the University which is submitted by 20 Jul of each F-year, as per Criterion set by HEC, for which the statistics and data is drawn from the **IPER** and remaining fresh is collected from the departments/Directorates/Sections.
- e. After analysis/evaluation of the YPR by HEC, the Director QE/nominee of the Director QE attends the de-brief sessions as and when called by HEC.

¹³ Previously known as University Portfolio Report (UPR)

¹⁴ IPERC to be constituted by the IQC

- f. The score of the University is then used for improvement to overcome the weak areas.
- g. The score is reported to the Vice Chancellor as soon received from HEC and accordingly, the concerned departments/Directorates/Sections are informed/instructed as per directives of the Vice Chancellor for compliance and implementation of the YPR report/score.
- h. After the completion period of the implementation phase, the compliance report is submitted to HEC by Dte. QE.

3.18 Graduate Programmes (PhD & MPhil/equivalent) Review

3.18.1 Conduct of PGPR: The PREE described in Section 2.3, has two parts. The second part is the Post Graduate Programmes Review (PGPR). For graduate programs review the dossiers/updated dossiers are collected from the Chairpersons of the programs based on the endorsement of the concerned Dean(s), by the Dte A&R as per HEC's Templates & Forms specially designed for the purpose (*refer Section 3.18.2*) and submitted to the Dte QE for evaluation/analysis before the conduct of the review by a team/panel of experts. The dossiers are prepared by the concerned chairperson/HOD and submitted to the Director A&R, who after checking submit the same with endorsement of his signatures (Two hard copies) along with the soft/scanned copy. One hard copy is used for Self-graduate review by the Directorate QE and the second copy is submitted to the QAA (HEC). The status of the dossiers is presented to the IQC by the Director QE.

- a. The updated dossiers to be submitted to Dte. QE by 07 Jul each year.
- b. The DQE shall evaluate/analyze all the dossiers within a week and status presented to the IQC in its quarterly meeting in 1st/2nd week of July.
- c. The Self PhD/MPhil Review to be conducted preferably by 10 Aug each year.
- d. The HEC conducts the graduate review (after one month of submission of the dossier) as per its convenience.
- e. Both reviews (Self or HEC) are conducted as prescribed by HEC.

3.18.2 Focus of PGPR The review of the Graduate Programmes (PhD and MPhil (Equivalent) focuses on the validation of post-graduate academic programmes, assurance adherence to HEC's minimum criteria, their acceptance and recognition and the overall value addition to the University's portfolio of programmes. This provides a useful feedback to the Quality Assurance Agency of the Higher Education Commission of Pakistan (QAA-HEC). On advice of the Directorate Quality Enhancement Hazara University, the Vice Chancellor (Chair of IQC) directs/approves for conduct of the Self-PGPRs-Review or as carried out by HEC. So far, following PGPRs carried out.

Each university has its own R&D structure, the responsibility of Graduate Studies and record keeping lies with the Directorate A&R who also performs as the secretary of "*Advance Studies and Research Board*". The Chairpersons prepares the PGPRs, and the Directorate A&R authenticates the dossiers and provides the same to DQE for onward submission to HEC's PGPR or Self-graduate-review. The Graduate-Review/self-Graduate-Review is conducted based on these PGPR dossiers on yearly basis. The above programme's dossiers consist of *templates and PGPRs* of the relevant programme for each discipline & degree (separately);

- PGPRs and its Template forms for Program Proforma (PhD & MS/MPhil equivalent programs)
- Templates - **A, B, C, D & E**

- **Template A:** To be filled for PhD & MS/MPhil equivalent programs with required PhD Faculty details, per area of specialization.
- **Template B:** To be filled for PhD & MS/MPhil equivalent programs with MPhil/MS or equivalent Faculty details.
- **Template C:** To be filled for PhD programs ONLY, with PhD enrolled students. These are to be filled in completely for all enrolled/ not passed out students.
- **Template D :** To be filled in for MS/MPhil or equivalent programs
- **Template E:** To be filled in by PhD and MS/MPhil Programs, the number of degrees awarded under the Program.

3.19 Membership

Directorate QE will process membership cases with Quality Assurance Agencies/Network (International & National) on behalf of HU. Membership fee will be catered for by Dte QE in annual budget, however all the payments in Local Currency (LC) or Foreign Exchange (FE) will be made by Finance Dte. List of current memberships is as follows;

- International Network of Quality Assurance Agency for Higher Education (INQAAHE)
- Asia-Pacific Quality Network (APQN)
- Pakistan Network of Quality Assurance in Higher Education (PNQAHE)
- Any other approved by competent authority

3.20 International Membership/Collaborations

In Hazara University setup the collaboration (National/International) is responsibility of the Directorate ORIC, however, data is obtained from there for inclusion in IPR on annual basis for review.

However, DQE is actively engaged in obtaining membership of National/International Quality Assurance organizations. But due a highly expensive matter, the membership so far obtained and has been limited to;

INQAAHE since 2019 and continues
 APQN since 2019 and continues
 PNQAHE since 2017 and continues

3.21 Continual Quality Improvement (CQI)

3.21.1 Implementation Strategies (Feedback Forms):

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 from the departments. The detail of Feedback forms is as follows:

- Alumni Survey
- Employer Survey
- Faculty Course Review Report
- Faculty Survey
- Research Student Progress Review Form

- f. Student Course Evaluation Questionnaire
- g. Survey of Department Offering PhD Programs
- h. Survey of Graduating Students
- i. Teacher Evaluation Form
- j. Faculty Resume

3.21.2 Analysis:

Analysis of feedback from various stakeholders is required for improvement of the respective programs and for making part of SARs. Directorate Information Technology (Dte IT) will be responsible to upload the forms on Campus Management System (CMS)/website of the University/Dte QE, whereas institutions will ensure filling of feedback forms so that Dte IT can enable and facilitate analysis to the respective departments/directorate for CQI. The content of the feedback forms can be changed by the competent authority as and when required by the University.

3.22 General QA related Activities

To encourage quality related activities in HU seminars, conferences, meetings national and international events, etc. shall be arranged at university level on regular basis. Record of all such activities shall be compiled and maintained at the Dte ORIC/Trg to be provided to Dte QE on demand. This record shall also be submitted to the IPERC for making part of the IPER. The Dte QE will be responsible to update and maintain QA website with support/help of Dte IT or a Competent AD (Analyst) to be appointed by the University in Dte QE. Similarly, to encourage the faculty, students and staff various honors and awards are given by government, non-government organizations and international agencies. HEC, Best Teacher nominations, National and International Award cases, Dte QE will be advisor to the Competent Authority on these if any issue/conflict arises and will guide the relevant authority/Registrar Office in case of need/request.

3.23 National and International Ranking

To strengthen the culture of transparency and to improve the competition among universities for the purpose of bench marking improvements, HU will participate in national (HEC ranking) and international ranking like Quacquarelli Symonds (QS) world universities ranking, Time Higher Education (THE) and UI-Green metric rankings. Dte QE will be the focal point for collecting the required data from all the HU directorates/sections/departments for onward submission to the concerned ranking agencies through a Focal Person. For this, the Directorate Hazara University collects data from the University administrative sections, Registrar office, Controller Examinations, Treasurer, Academic Department, Focal Person environment, Statistical office (i.e. Academic Section) then aligns all data & information, refines and submit for various international rankings to different organizations.

3.24 Publication Verification and Publication Certificate

The publication relates to PhD students and those of the teachers will be dealt separately as described below.

3.24.1 Verification of PhD-Scholars research Publications

- a. The publications perform a ***PF-V3.0 Q1/2023 (Annex to this policy at E)*** shall filled in proper manner, certified by the GRC of discipline, signed by the Supervisor and the Chairperson and submit to the Directorate A&R along with the hard copy of the publication, on the Supervisory file of the PhD-scholar/Candidate (*whatever the case may be*).
- b. The Director A&R will check all entries in the performa and the supervisory file's check-list and forward it to the Directorate QE for verification of the publication.
- c. The Directorate QE after thorough check the category of the Journal and the publishing of the research paper, shall verify or otherwise and return the file by endorsing the performa at the relevant box.
- d. The verification of category of the journal will be as prescribed by HEC in its policy issued from time to time and adopted by the University. Currently the GEP-2023 is complied.
- e. In case of any objection by the Chairperson, Supervisor or the Scholar regarding the verification of the category or publishing of the paper against the DQE verification, an individual appeal can be submitted to the Director A&R. Who shall after due satisfaction of the matter, obtain view of HEC after approval by the Vice Chancellor. He shall send the scanned ***PF-V3.0 Q1/2023 (on which the endorsement of DQE is done)***, to the QAA-HEC via email with the complaint/objection and his own view.
- f. The decision received from QAA-HEC shall be final.

3.24.2 Verification of research Publications of Teachers (BPS) of the University

- a. For verification of publications of the University's teachers the responsibility lies with Director Research and Director ORIC. However, the Director QE shall facilitate their publications on monthly base subject to submission on ***PF-V3.0 Q2/2023 (annexed to this policy at F)***.
- b. For induction of teachers into the university, the authority of verification of publications lies upon the concerned Scrutiny Committee(s) as per Rules approved by the Syndicate. In case there arise a conflict between/among the members of the Scrutiny Committee, the case may be submitted through Registrar's Selection Board Section to the Directorate QE confidentially for obtaining opinion.
- c. In case of appeal by a candidate, the matter shall be decided by the appellate Committee or may be referred to the QAA-HEC through the Registrar for obtaining the QAA-HEC's view.
- d. The authority of verification of TTS/Tenured faculty lies with the DTRC during the mid-term review and final reviews of the TTS/Tenured dossiers. The Directorate QE shall facilitate the DTRC in case of any conflict between/among the members of DTRC regarding the category of a journal, the date of publication, or the authenticity of the paper or the research journal. In such case the DTRC Chair shall submit the matter through the Registrar by submitting the case on performa ***PF-V3.0 Q3/2023 (annexed to this policy at G)***.

3.25 Authorship of Publications

Authorship is the **currency** of academic life. Citation provides the **intellectual credit** that fuels promotion and career success and it gives an independent estimate of a researcher's contribution

to science/arts etc. Hence Authorship is the foundation of our system for judging academic value and assigning reward for which great care is required on QA front while verifying a publication/journal. As such the matter is directly related to the *Research and Publication Policy*, however on part of the Quality Assurance issues, the ethics related to authorship will be closely observed and advised to the Vice Chancellor whenever required shall be put in writing. The **by-line** for author(s) of a publication shall be as given in (3.25.1) and the broadline observation at the time of verification by Dte QE staff are outlined in 3.25.2 in the ensuing paras.

3.25.1 Contributor ship of byline towards authors of a publication and their placement order

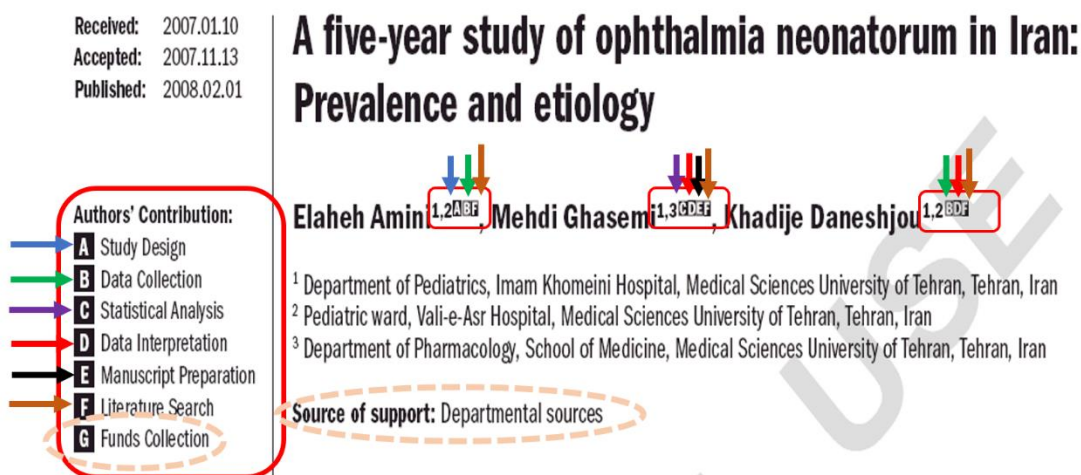
Byline: A, B, C, D, E, F, G, H

Contributors:

- A.....** carried out the trial, helped in data analysis, and wrote the paper.
- B.....** was involved in design, implementation, and data analysis, and contributed to the writing of the paper.
- C.....** was involved in execution of the trial, data management and analysis, and quality assurance of the turnip assay
- D.....** was involved in trial execution and data entry, management analysis, and quality assurance.
- E.....** was involved in trial execution and data management with emphasis on analysis.
- F & G.** were involved in the design and contributed to the writing of the paper.
- H.....** was involved in the design, implementation, analysis, and results interpretation, and contributed to the writing of the paper.

An example given for understanding of above sequence.

Authorship



3.25.2 Following shall be the specific points in this regard to be observed by the QE evaluators;

- a. PhD scholars and teachers as authors, provide an undertaking or declaration stating that the manuscript under consideration contains solely their original work that is not under consideration for publishing in any other journal in any form and that the work is not plagiarized and that the declaration regarding their possible conflict of interest is made in written.
- b. Redundant publication refers to the situation that one study is split into several parts and submitted to two or more journals. Or the findings have previously been published elsewhere without proper cross-referencing, permission or justification.
- c. Suspected redundancy will result in rejection of publication.
- d. Transparency by the author on the use of previously published work usually provides the necessary information to make an assessment on whether it is deliberate or unintentional.
- e. Errors and accidental DUPLICATES of other published article(s) are determined to violate the journal(s) publishing ethics guidelines in the view of the editors (such as multiple submission, bogus claims of authorship, plagiarism, fraudulent use of data or the like), **may be “withdrawn”**.
- f. If authors want to withdraw the article, they should do so by requesting the the editor of the journal well in time i.e. before the review, since after completion of review of the article, such request may not be entertained.
- g. That the author has not abused the authorship by including ‘Gift/Guest-authors¹⁵, Ghost authors¹⁶’ and other such person who has no contribution. Such publication will fall under falsification.
- h. In case of large researches that have been carried out by a research team or group of researchers and the role of the authors in creating the article has been very specialized, the contribution and responsibility of each author can be limited to the specialized part related to him. That in such case(s), the **main researcher/person** as first author, has been determine who will be responsible for the entire article.
- i. The order of the names in the section of the authors of the article is determined based on the level of participation of each person and through their collective agreement. ***The person who contributed the most to the study and writing of the manuscript will be the first author. Note that the position or scientific level of the authors of the article will not affect the order of the authors' names. (refer 3.25.1).***
- j. The names of all the people who have made a significant contribution to the implementation of the study or the writing of the article, but do not meet the criteria for inclusion in the authors section of the article, **are listed in the acknowledgments section with the type of contribution.**

¹⁵ Heads of departments/superiors/family/colleagues/collaborators/senior person whose name may increase the chance of acceptance by a journal.

¹⁶ Junior staff, supporting contributors, nobody who turns somebody i.e. agrees to put his/her name on the byline.

Section – 4

QUALITY ENHANCEMENT CELL IN AFFILIATED COLLEGES (QECAC)

4. Affiliated colleges always remain a concerned area for the universities and the quality assurance and enhancement within it for the Higher Education Commission of Pakistan. The Khyber Pakhtunkhwa Universities Act allows the HU to affiliate colleges in public and private sector with jurisdiction for general area the districts of Mansehra, Battagram, Kohistan and Torghar while law education jurisdiction is extended to the whole Hazara Division in view of the Supreme Court of Pakistan's decision. As per HECs policy the semester system is in vogue for affiliated institutions the Affiliation Policy of HEC – 2024 give a broad and clear outline and the PSG-2023 cover up the reviews (S-RIPE) of the affiliated colleges to be carried out by the university itself along with conduct of self-assessments of programs, while in case of RIPE of the University, the HEC panel may opt specific colleges for visit/RIPE reviews.

4.1 QECAC

The HEC in 2023, through a one-year piloting project established QECAC as a unit under the IQAEs in universities, to onward work fully with its own head and staff. The QECAC has also been established in HU, and allowed to function under supervision of the Directorate QE. Islamabad had introduced QECAC by piloting targeted universities in 2023. This QECAC aims to improve the quality of education delivered by Affiliated Colleges (ACs) of the HU. QECAC focuses on;

- (a) developing functional Quality Enhancement Cell in Affiliated Colleges (QECAC)
- (b) improvement of undergraduate education (ADs),
- (c) improvement of 4-year undergraduate programs,
- (d) training staff and faculty for self QA practices in the colleges
- (e) evaluating and reviewing the process as per PSG and PREE of the programs affiliated by the university in the colleges
- (g) suggest the university authorities and management for corrective measures and improvement of quality of education in the affiliated colleges.

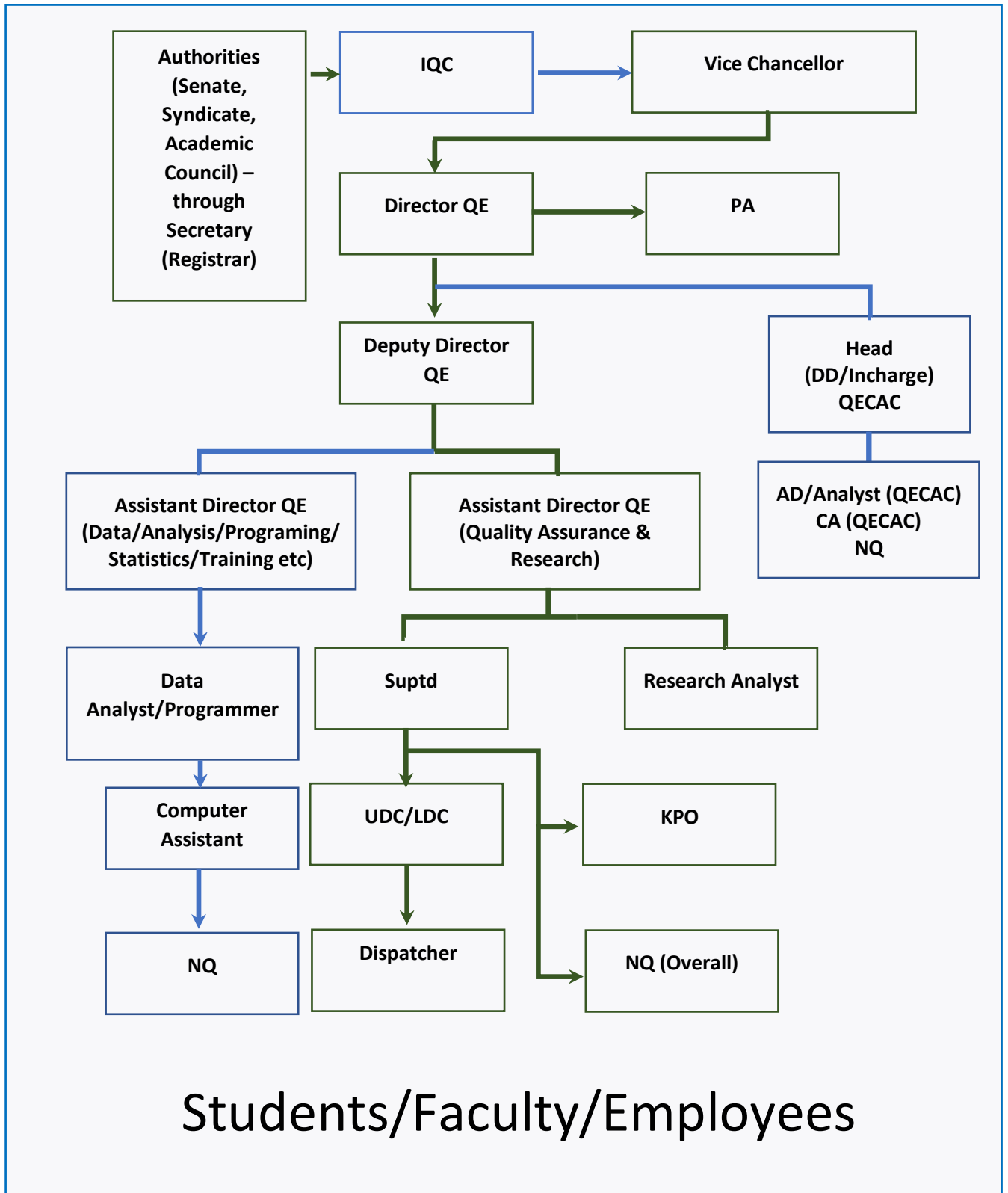
4.2 Feedback System For SARs under PREE

The Annual targets of SARs (Self-Assessment Reports of programmes) are described by QAA-HEC for each FYA according to the status of the university i.e. large, medium, small universities. As soon the information letter/email is received from QAA-HEC, the QECAC shall initiate the process of SARs in the affiliated colleges after consent by IQC/Competent Authority and accordingly disseminate information to the colleges with keeping the QA-HED-KP in the loop for support. The PT teams are designed and notified and also the AT teams for each affiliated programs are accordingly notified. The rest of the process is followed on same way as is done on campus. The Registrar of the university shall be responsible for logistic, transportation and financial support to the QECAC team as per its need and requirements.

4.3 RIPE of Affiliated Colleges

QECAC shall foster excellence in the affiliated colleges, though the Affiliation Statutes provide a different framework, and the QECAC has no direct control on the affiliated institutions for collected of information/data under PSG-2024 for RIPE or direct evaluation of the status of colleges and its compliances to the affiliation policy of the HEC/university and the agreements related to it. For the purpose the university's affiliation section or Registrar office shall provide the information desired to the Directorate Quality Enhancement or to the QECAC as per Annexure – H in a shape of complete and full dossier for each affiliated colleges. The dossiers shall contain, the full information related to the college and the affiliated programs for one complete year (FYA 01 Jul of current year to 30 Jun of next year) along with certain specific information taken at the time of the affiliation. The DQE with assistance of the QECAC and the Affiliation Section shall conduct the S-RIPE for the colleges as per schedule approved and the colleges selected by the IQC of the university. The procedure and standards shall be the same as described in the PSG-2023.

ORGANIZATIONAL CHART Quality Assurance Directorate



MATERIAL REQUIRED TO BE DISPATCHED TO Dte. QE PRIOR TO THE INTERNAL AUDIT

(a) Management and Program Mission, Objectives & Outcome

- (1) Organogram (with names of officials)
- (2) Mission, objectives and outcomes of the program(s)
- (3) Significant future development plans for the program(s)

(b) Curriculum Design and Organization

- (1) Curriculum – Semester wise list of courses taught for each program
- (2) Record of curriculum reviews carried out during last 3 years for each program

(c) Students

- (1) Section wise Student population
- (2) Relegation / termination record for last three years and reasons for relegation / termination
- (3) Record of student feedback forms
- (4) **Attrition rate of MPhil/PhD Students, after 1st semester, for last 03 years.**
- (5) Measures being taken to facilitate MPhil/PhD students for easy and regular access to their supervisors during research phase. Presentation of log books in Supervisory Files being maintained for recording the visits. Supervisory file to be maintained as per “**Appendix – I(i-ii)**” for PhD Scholar and MPhil/MS scholars by all/each supervisor *as notified by the Directorate Academic & Research.*¹⁷
- (6) Discipline & Program wise state of MS & PhD Students.
- (7) List of MS/PhD Students in last year of extended period and their progress.
- (8) Detailed information of all PhD Scholars as per the format at “**Appendix – II**”.
- (9) Detailed information of all MS/MPhil Scholars in research phase as per the format at “**Appendix - III**”.

(d) Faculty

- (1) Details about Full / Part Time and Shared Faculty as per “**Appendix – IV**”.
- (2) Student / Teacher Ratio
- (3) Inbound / Outbound exchange visits of Faculty
- (4) Faculty research grants; obtained and utilization
- (5) Significant Academic / Research achievements/Collaborations in last five years
- (6) No. of Faculty / Student Research papers published during last five years in following journals:
 - (i) HEC approved journals (hjrs)
 - (ii) ISI / Scopus Indexed journals/categories list
 - (iii) Others
- (7) No. of textbook(s) / book chapters written by faculty member(s)

¹⁷ Directorate Academic & Research vide Notification No. Dir A&R/HU/letters/2019/567 dated 14 Oct 2019.

- (8) No. of patents applied / approved in last five years
- (9) Record of faculty due for promotion (TTS) and those who applied for higher position and not recommended Selection Board (of Hazara or other University), along with reasons of their recommendation/rejection.
- (10) Record of faculty involvement in the Annual events like conducting seminars, workshops or guest lecture etc.
- (11) List of department wise PhD faculty and MS/MPhil & PhD students being supervised by them.
- (12) No of Research Projects acquired by the faculty, the amount involved and MS/PhD students employed on such projects.

(e) **Laboratories and Computing Facilities**

- (1) List of Labs for each degree program (deficiency, if any)
- (2) List of UG courses which each lab supports.
- (3) Major/main equipment/instruments in the lab
- (4) Expertise available in the lab

(f) **Library**

- (1) No. of text / reference books (discipline wise) - deficiencies, if any
- (2) e-Books / e-Journals
- (3) Software's accessible to faculty / students
- (4) List of Journals subscribed by the department
- (5) Library Staff (Name, Qualification, Grade, Date of Employment)

(g) **Institutional Facilities**

- (1) No. of classrooms (indicate any deficiency)
- (2) No. of Faculty offices (indicate any deficiency)
- (3) Facilities available for students
- (4) Detail of Industrial/Corporate Sector Visit Plan
- (5) Detail of Internship
- (6) Detail of guidance/career counseling

(h) **Administrative /Ministerial/ Technical Staff**

- (1) Particulars of Heads of Administrative sections/sub-section with qualification, designation and date of employment.
- (2) Lists of the personnel nominated for panel interviews (including faculty members, students, heads of administrative sections)
- (3) Leave record of faculty (all types of leave)

SUPERVISOR’S FILE OF PhD AND MPhil/MS STUDENT/SCHOLAR

(to be maintained by All Supervisors for each scholar)

SNo.	[i] MPhil/MS Program	[ii] PhD Program
1.	Copy of Admission’s advertisement	Copy of Admission’s advertisement
2.	Copy of Merit list of candidates	Copy of Merit list of candidates
3.	NTS/HAT/UGAT/GRE score (copy)	NTS/HAT/UGAT/GRE score (copy)
4.	Departmental Test score/Merit List (i.e.50% by External Agency and 60% by Internal Agency) – Copy	Departmental Test score/Merit List (i.e.60% by External Agency and 70% by Internal Agency) – Copy
5.	Copy of the 16 years schooling (1 st Div or 2.5 CGPA on scale 4) in the last degree at the time of Admission	Copy of the 16 years schooling (1 st Div or 3 CGPA on scale 4) in the last degree at the time of Admission
6.	Admission approval of Competent Authority	Copy of : Admission approval of ASRB
7.	Notification/circular and list of total enrolled that session	Copy of the list: Total PhD enrolled Student (in that Session)
8.	Result of two (02) semesters course work i.e. 24 Credit Hours	Result of two (02) semesters course work i.e. 18 CH
9.	Result of the Course Work (Eligible for Research on the basis of 2.5 CGPA)	Result of the Course Work (Eligible for Research on the basis of 3 CGPA)
10.	-	Copy of HEC approved Supervisor’s notification/letter related to the Supervisor Concerned.
11.	Copy of Director A&R Notification of GRC and Supervisory Committee**	Copy of Director A&R Notification of GRC and Supervisory Committee*
12.	-	Copy of Notification of Comprehensive Examination**
13.	-	Copy of the Question Paper of Comprehensive Examination**
14.	-	Result of the Comprehensive Examination
15.	Copy of the Title, Synopsis and Supervisor approval by ASRB: Dir A&R Notification for each one.	Copy of the Title, Synopsis and Supervisor approval by ASRB: Dir A&R Notification for each one.
16.	Six-Monthly Supervisory Reports in sequential order date-wise	Six-Monthly Supervisory Reports in sequential order date-wise
17.	Plagiarism/Turnitin Report(s) and Certificate	Plagiarism/Turnitin Report(s) and Certificate
18.	-	Research Paper from the Thesis (Published) as First Author
19.	-	Pre-submission Examination Committee approval’s Notification
20.	Internal Seminar Notification/Circular☺	Internal/Pre-submission Seminar Notification/ Circular☺
21.	-	Pre-submission Qualifying Certificate by GRC
22.	Thesis Correction Certificate by Supervisor	Thesis Correction Certificate by Supervisor
23.	Copy of Any/each warning or guidance letter/notice issued by the Supervisor to the Scholar	Copy of Any/each warning or guidance letter/ notice issued by the Supervisor to the Scholar
24.	Letter(s) regarding the scholar to Co-Supervisor or other organization/department	Letter(s) regarding the scholar to Co-Supervisor or other Organization/department
25.	Copy(ies) of Letter(s) regarding the data collection etc.	Copy(ies) of Letter(s) regarding the data collection etc.
26.	Viva Voce/Defense Notification	Viva Voce/Defense Notification

i. *Comprehensive Examination needs to be taken/conducted within two years (i.e. 1st to 4th semester) of admission and must be notified.*

- ii. As per HEC criteria, passing/qualifying of admission-test (UGAT/GAT/NTS as applicable) is mandatory.*
- iii. Research publication for PhD scholar will be as per HEC policy*
- iv. Supervisory-progress reports on completion of each six-month are mandatorily to be recorded and for any serious weaknes, non-interest or violation of research ethics, warnings to be recorded*

DETAIL OF PhD SCHOLARS

Name of the Scholar Roll No. & Session	Registration Number	Date of Admission	Degree Requirement Completion Date (Maximum Duration)	Date of GRC Formation	Credit Hours Completed	CGPA	Qualifier Exam - Part A (Date of Exam)	Qualifier Exam - Part B (Synopsis) (Notification Date)	Research Work Completed (%gae - 0-25, 26-50, 51-75, 76-100)	Comprehensive exam held on (date)	No of Publications from/related to the thesis			Thesis - Evaluator Selection (Both foreign and local) (Date of selection)	Remarks
											W	X	Y		

DETAIL OF MS/MPhil SCHOLARS IN RESEARCH PHASE

Name of the Scholar (Roll No. & Session)	Registration Number	Date of Admission	Date of GRC Formation	Credit Hours Completed	CGPA	Research Synopsis) Approval Date)	Research Work Completed (%age - 0-25, 26-50, 51-75, 76-100)	Remarks

FACULTY INFORMATION PERFORMA

Faculty/Department/Campus : _____

Program / Discipline / Subject _____

S#	Name of Teacher / Designation	Teacher Status (Pmt., Adhoc, Contract, Shared, Adjnt., Visit) Since (date)	Qualification with specialization and date	Student being Supervised for Project / Thesis			Teaching Load (Credit hrs)			Published Research Work @		Additional Responsibilities @		Relevant Council Registration number	@ Other Co-Curricular Activities			Date of Joining the Institution
				BS	MS/MPhil	PhD	BS	MS/MPhil	PhD	International	National	Academic	Admin		Conferences / Seminars / Workshops etc.		Civic Activities participated/ arranged	
															Attended	Paper Presented		

DETAILS OF LABORATORY STAFF

Faculty/Department/Campus : _____

Program / Discipline / Subject _____ Lab Name : _____

S#	Name of the Staff	Designation	Qualification	Joining date	Experience

SCOPE OF HAZARA UNIVERISTY'S INTERNAL QUALITY AUDIT OF FACULTIES/DEPARTMENTS/CAMPUSES

1. The quality audit of HU Faculty(ies)/department(s)/campus(es) shall cover below mentioned norms relevant or applicative to the specific Faculty/department/campus. The available documents associated to the different or distinct aspects of Audit Scope shall be kept in the room reserved for the panel interviews during the audit visit.

(a) Management and Program Mission, Objectives & Outcome

- (1) Evidence of graduating students performing/achieving the desired outcomes.
- (2) Results of previous assessment and consequent improvement of program.

(b) Curriculum Design and Organization

- (1) Faculty members' Course folders (i.e. complete Course-Files sequentially placed according to the approved Course-numbers)
- (2) Departmental Students' Folders (Ministerial Office)
- (3) Examination record and compliance of HU Exam Policy
- (4) Teachers' Evaluation Record based on the classroom visits by Chairperson/HoD
- (5) Guest lectures / educational visits arranged by the department
- (6) Students' attendance / Shortage of attendance record
- (7) Weekly Time Table of all programs

(c) Compliance of HEC Quality Criteria

- (1) Record of Implementation of Plagiarism Policy
- (2) SAR writing / preparation record;
 - i. List of Program Teams of each program
 - ii. List of Assessment Teams of each program
 - iii. SARs which are ready/submitted/complied

(d) Laboratories and Computing Facilities

- (1) Adequacy of equipment(s) as per program requirement according to the students strength
- (2) Record of serviceability of available Lab equipment(s)
- (3) Manuals for practicals
- (4) Safety Regulations / Instructions
- (5) Log books of major equipment(s) i.e. usage, upkeep and maintenance
- (6) Utilization Rate (UR)
- (7) Lab Staff details (Name, Qualification, Grade, Date of Employment)
- (8) Internet facility in Faculty/department/campus

(e) **Students**

- (1) Student population – Course / Section-wise
- (2) Orientation process / Student Guidelines
- (3) Student Counseling System
- (4) Extra-curricular activities / students' clubs / sports facilities
- (5) Student interaction with University's administration
- (6) Record of Internship and placement of graduates
- (7) 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
- (8) Students with disability/handicap (along with its type) and facilities/their needs or requirements accommodating record with deficiency of facility

(f) **Faculty**

- (1) Evidence of Orientation process of New Faculty
- (2) Process being followed for Mentoring of New / Junior Faculty
- (3) Workload of Faculty; Additional responsibilities
- (4) Lecture-wise course breakdown of course(s) taught by the faculty members
- (5) Faculty Dossiers (with HoD)
- (6) Details of Calculating Student / Teacher Ratio
- (7) Procedure to ensure effective teaching / learning processes
- (8) Details of Faculty research grants; obtained and utilization
- (9) Copies of Faculty Publications in last five years
 - (i) ISI / Scopus Indexed journals
 - (ii) HEC approved journals
 - (iii) Others
- (10) Textbook(s) / Book Chapters written by faculty member(s)
- (11) Detail of patents applied / approved
- (12) Student Related Feedbacks / Surveys:
 - (a) Faculty Course Review Report
 - (b) Faculty Survey
 - (c) Faculty Resume
 - (d) Teachers Evaluation Form

(g) **Institutional Facilities**

Details of following;

- (1) Class sizes (theory & practical sessions)
- (2) Cafeteria

- (3) Hostel accommodation (if separately allocated by University)
- (4) Sports/recreation Facilities (within the department)
- (5) Transport arrangements for students
- (6) Adequacy of secretarial support, technical staff and office equipment as per HU spolicy
- (8) Databases / Record keeping of following;
 - (i) Alumni; alumni donations
 - (ii) Employers (of HU graduates)
 - (iii) Peers (Peers are the academics / scholars / researchers working in other Pakistani / foreign universities known to our faculty members)
 - (iv) HEC Department-wise Information Performa

(h) Library

- (1) Details of Budget / availability of funds for library upgradation
- (2) Library operational / maintenance procedures (SoPs)
- (3) Details of Library equipment (PCs, photocopier, scanner etc)

(j) Industrial Linkage

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

(k) Civic Engagement

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

(l) Administrative / Technical Staff

- (1) Administrative / Technical sections in the Faculty/departemtn/campus.
- (2) Details of Administrative / Technical Staff

List of Documents

- Record of Institution's SOPs / Policies
- Implementation on the decisions of Academic Council Meeting
- Minutes of Departmental/Discipline Board of Studies Meetings
- Minute of Faculty Board of Studies Meetings
- Record of Students counseling / advising
- Record of actions taken for plagiarism, cheating, malpractice by faculty/students/staff etc
- Alumni data (Soft record)
- Record of students educational, industrial visits

- Faculty mentoring policy and its implementation record
- Fire Safety SOP
- Record of feedback taken as per Dte. QE Forms and actions taken on the feedback
- Record of International Conferences / Seminars / Workshops Organized by the department and Abstract of International papers
- Action Taken on the Previous visit of Accrediting Council/ Internal Quality Audit Visit (as applicable)
- Number of Research Papers in terms of Quantity + Citations for last three years
- Record of Alumni Donations
- Community/Services record
- Evidence of Annual Budget requests from the institution to Finance Dte for last 03 year

Responsibilities of Various Directorates/Offices/Sections for RIPE

S#	General Documents/Information	Responsibility
1	Registrar (Estab Section) will prepare the presentation on HEC Parameters after collecting the required information from the relevant Directorates/Offices/Sections/Departments and will present the same to HEC Review Panel Total No. of books & subscribed journals in the library and access to Books & Journals through Digital Library Annual Reports Any other information required by the HEC in respect of Hazara University	Registrar's E-Section
2	Name of the Institution & Location. Type of the Institution (Public / Private) Nature of the Campus: Main Campus/Sub-Campus/Affiliated Institutions etc. If Affiliated Institution, name of the Institution with whom affiliated Admission Policy Examination rules Senate / Syndicate / Board of Governors Boards of Faculties or equivalent body No. of currently enrolled students in each program (Semester-wise/Year-wise) On campus and Affiliated colleges No. of students graduated in last three years by each program (year-wise), On campus and Affiliated colleges No. of students withdrawn, dropped, failed, let -incomplete in last three years by each program (year-wise), On campus and Affiliated colleges Present the status of compliance of last RIPE/SRIPE ¹⁸ report and in case of no-compliance of a recommendation the reasons/justifications with evidence Any other information required by the HEC in respect of Academics	Registrar's Academic Section in coordination with Provost & CE
3	HU Research and Publication Policy Board of Advanced Studies and Research (ASRB) No. of currently enrolled students in each program (Semester wise/Year-wise) No. of students graduated in last three years by each program (year-wise) No of students withdrawn, dropped, failed, let-incomplete during the las three years for each program Research Publications department, teacher, Journal-category wise Record of thesis plagiarism and the AP-certificates Record of Supervisory Files of PhD and MPhil schoalrs Committee on Research & Publication Ethics and its record of meetings/reports Present the status of compliance of last PGPR report and in case of no-compliance of a recommendation the reasons/justifications with evidence Any other information required by the HEC in respect of Dte A&R	Dte A &R
4	Approval of each Program and Department from the concerned statutory body (With date of approval and launch) Examination rules Provision within the Act empowering the University to affiliate colleges/institutions Jurisdiction of the University	Registrar's Academic Section in coordination with Dte A&R

¹⁸ Previously the RIPE/SRIPE was IPE/SIPE, so in first RIPE/SRIPE the compliance of last IPE/SIPE shall be presented.

Approved Criteria for awarding affiliation	
Approval documents for affiliation (letter, minutes etc. from competent forum)	
Approval of programs being conducted at affiliated colleges from university's own competent forum).	
Annual Inspection and surprise inspections record in tabulated shape with dates and inspection-team names, for each affiliated-institution/college and specific recommendations on commendations/discrepancies/violations	
Semester Guidelines	
Curricula of Programs	
Academic Council or equivalent body	
Boards of Studies	
Total No. of Departments and the related Programs (Please provide list)	
Total No. of student sections and classrooms	
Prospectus	
Names of the laboratories in each department related to the discipline(s)	
Students Guide Book	
Admission Policy MS/MPhil and PhD Admission criteria	
Any other information required by the HEC in respect of Acad Dte.	

S#	General Documents/Information	Responsibility
5	Approved Statutes, Current as well as old (if any)	Dte P&D
	Vision and Mission Approval of HEC for establishment of the University/department on present location	
	Strategic Plans	
	Master and other Plans	
	PC-Is of developmental projects etc.	
	Plans against future statistics	
	Any other information required by the HEC in respect of Dte P&D	
6	Approval for the establishment of the University/department being inspected from Statutory Bodies, Respective Government Department and HEC (as applicable)	HR Section
	Faculty Appointment Criteria	
	University's own Tenure Track Statutes	
	Grievance Committee	
	Selection Boards or equivalent body	
	No. of Approved posts for Faculty members (Please Provide Department Wise List in terms of designation; Prof, Associate Professor, Assistant Professor and Lecturer)	
	No. of currently employed Permanent Faculty members in each department (Please provide list in terms of qualification, designation and date of appointment)	
	Department-wise lists of Administrative/Technical Staff members	
Faculty Hand Book	Dte QE	
Any other information required by the HEC in respect of HR		
HU Quality Assurance Policy		
Evidence of Accreditation of Professional Program(s) from the concerned Accreditation Council(s) (Where Applicable)		
Approval/NOC for offering MS/M.Phil. & Ph.D. Programs from HEC (In case program has been launched after October, 2013)		
Quality Assurance System (EQA/IQA)		
Quality assurance mechanism for affiliated colleges (if any)		
Plagiarism Policy / Handbook		
Approval of programs by the respective professional councils.	Dte/Incharge students Affairs	
Any other information required by the HEC in respect of Dte QE		
8	Career Counseling	Dte/Incharge students Affairs
	Any other information required by the HEC in respect of Students Affairs	
9	Placement System	Dte ORIC
	Any other information required by the HEC in respect of ORIC	
10	Finance and Planning Committee	Dte Finance/Treasurer
	Any other information required by the HEC in respect of Fin Dte.	
11	Arrange for security, transportation, tea-break/lunch, accommodation etc. for the HEC review team	Dte Admin
	Any other information required by the HEC in respect of Admin Dte.	
12	Master Plan of Infrastructure	Dte P&D
	Any other information required by the HEC in respect of Dte P&D	
13.	Faculty and Students support services	Dte of Students Services Center
	Any other information required by the HEC in respect of SSC Dte.	

**Annex-E
To Section 3.24.1**

PF-V3.0 Q1/2023



PUBLICATION “VERIFICATION” CERTIFICATE OF PhD SCHOLAR

Name of Scholar:					
Roll No.		Registration No.			
Date of admission (D-M-Y):					
Current/Existing Semester:					
ASRB's APPROVAL OF	(i) admission:	Meeting No.		Meeting date:	
	(ii) thesis title:	Meeting No.		Meeting date:	
	(iii) Synopsis:	Meeting No.		Meeting date:	
	(iv) Supervisor name:				
	Thesis Title:				
<u>PUBLICATION TITLE:</u>					
<i>Encircle one of the following.</i>					
Paper is from thesis of the scholar:	YES			NO	
Type of paper is:	Full length article	Conference paper	Short communication	Book published	Any other (explain it)
Paper published in HEC recognized Journal:	YES			NO	
The Category of Journal:	W	X	Y	Z	
Information about journal in which paper is published:					
1. Journal Name	2. Volume*	3. Issue* No.	4. ISSN	5. DOI No.	5. Published date (D-M-Y)
			P O e		
7. Country:		Weblink of hjrs regarding category: https://			
8. Impact factor		Weblink of the Journals official home page: https://			
1st author name	2nd Author name	3rd author name	4th author name	5th author name	
<p>* <i>MUST</i> required. For e-ISSN's journal Paper identification number to be given instead of issue number. Note: All the above mentioned specifications should be filled and verified by the supervisor and Graduate Research Committee (GRC) of the department. Directorate Quality Enhancement after evaluation/analysis, will endorse the information or otherwise.</p>					

SNo	Name of members of GRC of the department	Signature for verification	Signing's Date
1			
2			
3			
4			

Supervisor Name and sign
(Sign and Stamp)
Date:

Chairman/Head of the Department
(Sign and Stamp)
Date:

Directorate QE:		
VERIFIED	YES	NO
Remarks:		
DDQE Sign:		Director QE Sign:



PUBLICATION “VERIFICATION” OF TEACHERS ON MONTHLY BASE SUBMISSION
(to be submitted through Chairperson and Dean)

1. Name of the Author: _____
2. Subject: _____
3. Designation: _____
(Professor/Associate Prof/Assistant Prof/ Lecturer/TA/RA)
4. Grade (BPS): _____
5. **TO BE SUBMITTED AS EXCELL SHEET VIA EMAIL TO “dir_qec@hu.edu.pk and ranabilal@hu.edu.pk ” each month by 5th day for all teachers in the department**

<u>Sr No</u>	<u>Title of the Publication</u>	<u>Names of all Authors (applicant to be highlighted)</u>	<u>Name of Journal and Address/Country</u>	<u>Vol, Issue & Page Nos. (in case of e-journal Paper- Identity#)</u>	<u>ISSN No: (P), (O) or (e), (O)</u>	<u>Publication Date (yr-month-day) [Must required in full]</u>	<u>DOI</u>	<u>IF</u>	<u>Claimed Category by Author</u>	<u>Verification by DQE</u>		<u>Remarks/Field</u>
										<u>Cat</u>	<u>hirs</u>	

Chairperson/Dean



PUBLICATION “VERIFICATION” OF TEACHERS ON MONTHLY BASE SUBMISSION
(to be submitted through Chairperson and Dean)

1. Name of the Author: _____ 2. TTS/Tenured: _____ 3. Subject: _____
4. Designation (Prof/Associate Prof/AP): _____ 5. Period of DTRC Evaluation: _____
6. Description of the conflict between/among the DTRC members: _____

7. **TO BE SUBMITTED AS EXCELL SHEET VIA EMAIL TO “dir_gec@hu.edu.pk and ranabilal@hu.edu.pk ” for judgement/final verification**

Sr No	Title of the Publication	Names of all Authors (applicant to be highlighted)	Name of Journal and Address/Country	Vol, Issue & Page Nos. (in case of e-journal Paper- Identity#)	ISSN No. (P), (O) or (e), (O)	Publication Date (yr-month-day) [Must required in full]	DOI	IF	Category checked by DTRC		Verification by DQE		Remarks/ Field
									Cat	hirs	Cat	hirs	

Chairperson of DTRC/Registrar

**ANNUAL/PERIODICAL QUALITY ASSURANCE RETURNS RELATED TO
AFFILIATED COLLEGES AS PER GENERAL NORMS AND STATISTICS/DATA
(ANNUAL PERIODICAL-RETURNS) TO BE SUBMITTED BY THE AFFILIATED
OFFIC OF THE UNIVERSITY TO IQAE/QECAC/HEC/HED**

H-1. LIST OF AFFILIATED COLLEGES (PUBLIC AND PRIVATE SECTOR)

S.	Name	Public/ Private	Date of Affiliation	Postal Address of College	Rural/Urban	Semester/ Annual	(Male/Female/ Co-Education)	College Category
<u>PUBLIC SECTOR: Total 14 Colleges</u>								
Male: 04								
Female: 04								
Co-Education 06								
1								
2								
-								
<u>PRIVATE: Total Colleges</u>								
Male: ...								
Female: ...								
Co-Education								

*Add rows

H-2. DETAIL OF NORMS COMPLIANCE(S) AT THE TIME (& DURING) AFFILIATION

Clg No./name	Program Title/Name	Level 6 or 5	System Semester/ Annual etc.	HEC requirement Fulfilled (Yes/No)	University minimum requirement fulfilled (Yes/No)	Date of Affiliation	No. of Faculty at the time of affiliation in relevant department	Date of First time's admission in the Program	Trust/Societies/Foundation Registration reference No. with date* [Copy to be attached]	HERA/Provincial/Federal Registration No. with date**

*Add rows

H-3. INFORMATION AND CONTACT(S) OF PRINCIPALS OF AFFILIATED COLLEGES (PRIVATE/PUBLIC)

H3.1 CONTACT DETAILS

Clg No./ name	Principal Full Name	Phone No./Mobile No.	Email address	Appointment Date	Evidence: Attach HED letter for Public sector and BOG approval for Private college

*Add rows

H-3.2 QUALIFICATION DETAILS OF PRINCIPALS

Principal's Qualification & Experience – to be filled for principal of each affiliated college. If the Principal is replaced during the last one year, for all Principals who performed duty shall be filled this perform with mentioning their tenures.

<u>Clg Name</u>	<u>Principal name with stamp size photo</u>	<u>Date of birth and age</u>	<u>Qualification with class obtained starting from the highest degree</u>	<u>Corresponding specialization</u>	<u>Date of joining</u>	<u>Scale of pay</u>	<u>Present basic pay</u>	<u>Total emoluments</u>	<u>Signature</u>

H-3.3 EXPERIENCE DETAILS OF PRINCIPALS

<u>Position and years of experience</u>					
<u>Teaching</u>			<u>Industry</u>		
<u>Institution</u>	<u>Position</u>	<u>Years</u>	<u>Institution</u>	<u>Position</u>	<u>Years</u>

Note: *Principal to be of the rank of a Professor and shall be in the relevant field of affiliating Program with due qualification as described by HEC/Relevant Council/University.*

H-4. OWNERSHIP OF PRIVATE-AFFILIATED-COLLEGES

H-4.1 OWNING TRUST/SOCIETY/FOUNDATION'S INFORMATION IN RELATION TO GOVERNING OF PRIVATE-AFFILIATED-COLLEGES

(Evidences to be annexed) (Evidences to be annexed)

College No./name	Trust/Societies/Foundation Registration reference No. with date* [Copy to be attached]	HERA/Provincial/Federal Registration No. with date**	Board of Governors	
			Names	telephones & emails***

*Add rows

H-5. FINANCIAL SUSTAINABILITY OF THE TRUST/SOCIETY/FOUNDATION OWNING THE COLLEGE

H-5.1 Saving Bank/Current Accounts:

SNo.	Savings Bank/Current Account	Bank Name	Branch	Account Number	Balance amount at the end of last financial year (Rs.)	Balance amount as on date (Rs.)

H-5.2 Long term deposits:

SNo.	Bank/Govt/Govt. approved institution	Branch	Amount (Rs.)	Date of maturity

H-5.3 Value of Land and Building:

SNo.	Survey number	Location	Extent (Sq.m)	Built up area (Sq. m)	Guideline value (Rs.)	Market value on date (Rs.)

H-5.4 Endowment:

SNo.	Created with (e.g. State Govt., University, NS etc)	Amount (Rs.)	Deposited in the bank (Name)	Branch	Instrument NO. and date	Date of expiry

H-5.5 Financial Stability:

a.	Total Financial Reserves:	
b.	Annual Maintenance and Development Expenditure:	

H-6. DETAIL OF FINANCIAL SUSTAINABILITY WATCH ON AFFILIATED COLLEGES BY THE UNIVERSITY (LAST CHECKING REPORT OF REGISTRAR or TREASURER OF THE UNIVERSITY) *Financial Sustainability of each affiliated college to be filled separately.*

Financial Status Incomes	Income				Expenses	
	Per Student/head	No. of Students/ head	Total Fee per semester	Per head	No. of faculty/staff	Total exp.
Student Fee						
Average Salary of Faculty						
Average Salary of Staff/Employee (other than teachers)						
Endowment?						
Working Capital for functioning						
Tangible Assets in form of land/building etc						

H-7. DETAIL OF PREMISES AND BUILDINGS

H-7.1 DETAIL OF PREMISES AREA OF PRIVATE-AFFILIATED-COLLEGES

(Evidences to be annexed)

General Norm:

City : 03 acres/24 Kanal

Metros/Others: 05 acres/40 Kanal

SNo.	Location of the College (Large city/Metro city/Other)	Extent of land earmarked for the college (acre)	Document number	Date of registration	Survey number	Extent of land required (refer norms)	Deficiency %
1.							
2.							
.-							
.-							
.-							
.-							
.-							
.-							

*Add rows

H-7.2 BUILDING INFORMATION, USAGE-PERMISSION-AS-COLLEGE AND ARCHITECTURAL/ENGINEERING PLANS

<u>Land Usage Certificates</u>		
<u>Certificate</u>	<u>Certificate No. with date</u>	<u>Evidence</u>
Land Conversion and Transfer Certificate from Competent Authority in case the land is absolute ownership of the applicant (college) Trust/Society through a sale deed*		Attach as Annex
Building Plan Approval from concerned Authority, in case of own building		Attach as Annex
In case of Hiring building		Attach as Annex
Land use certificate from the concerned Competent District/Provincial Authority for using the land for EDUCATIONAL PURPOSE		Attach as Annex
Building plan as college to be drawn		Attach as Annex

H-8. FACULTY DETAIL OF AFFILIATED COLLEGES (PUBLIC/PRIVATE)

S. N	Name of Affiliated College	Total No. of Faculty			Total
		16-year Education (BS/MSc)	18-year Education (MS/MPhil)	PhD	
PUBLIC SECTOR COLLEGES					
1.					
2.					
3.					
-.					
-.					
PRIVATE SECTOR COLLEGES					

**Add rows*

H-9. STATISTICS OF TOTAL ADMITTED STUDENTS IN THE COLLEGES AS WHOLE (WITHOUT DIVISION IN THE AFFILIATED PROGRAMS) (PUBLIC/PRIVATE)

S. N	Name of Affiliated College	Total No. of Students Enrolled in AD Programs			Total No. of Students Enrolled in BS Programs			Total
		Male	Female	Total	Male	Female	Total	
PUBLIC SECTOR COLLEGES								
1.								
2.								
3.								
-.								
-;								
G.Total of Public Colleges								
PRIVATE SECTOR COLLEGES								
G.Total of Private Colleges								
G.Total of all Colleges								

**Add rows*

H-10. STUDENT FACULTY RATIO IN AFFILIATED COLLEGES (PUBLIC/PRIVATE)

S. N	Name of Affiliated College	Total Number of Students	Total Number of Faculty	Student-Faculty Ratio
PUBLIC SECTOR COLLEGES				
1.				
2.				
3.				
4.				
-.				
-.				
-.				
PRIVATE SECTOR COLLEGES				
-.				
-.				
-.				
-.				
-.				
-.				
-.				

*Add rows

H-11. DETAIL OF EXISTING AFFILIATED PROGRAMS IN EACH AFFILIATED COLLEGE (PUBLIC PRIVATE) [To be filled in for each college separately]

S N o.	Department	Degree	Program	Year of Introduction	Nature of affiliation (Permanent/ Provisional)	Sanctioned intake for the preceding four academic years of the program				Students admitted including lateral entry and transfer as on roll.			
						Academic year	Academic year	Academic year	Academic year	Fourth year	Third year	Second year	First year

*Add rows

H-12. DETAIL OF AFFILIATION SOUGHT/REQUESTED FOR NEW PROGRAMS/APPLICATIONS FOR AFFILIATION IN PROCESS WITH THE UNIVERSITY

<u>SNo.</u>	<u>Program</u>	<u>Whether affiliation is sought for the year of application?</u>					
		<u>If YES</u>				<u>If No, answer one of the following and provide the letter of consent from concerned Accreditation-Council(s)*</u>	
		<u>Sanctioned intake in the preceding year of application</u>	<u>Additional intake sought for the year of application</u>	<u>Total intake sought for the year of application</u>	<u>*Concerned Accrediting Council approved intake for the year of application (if available)</u>	<u>Was the prgm. Suspended?</u>	<u>Is it a new affiliating prgm.?</u>

* Accreditation with QAAB, other programs with relevant professional council is mandatory.

*Add rows

H-13. SUITABILITY OF GOVERNANCE ARRANGEMENTS IN THE AFFILIATED COLLEGES (BOARD OF GOVERNERS, COMMITTEES, PARTNERSHIP etc.)

H13.1 Public Sector Colleges: Governing/Managerial and Administrative Information [to be filled by the affiliation office of the university/HEI mandatorily, for each affiliated college/institution]

<u>SNo.</u>	<u>College No./name</u>	<u>Academic Board or Council as prescribed by the Provincial Government</u>	<u>Provincial Director Name with telephone & email</u>	<u>Within College main management Committee</u>

*Add rows

H13.2 Private Sector Colleges: Information regarding Board of Governor *[to be filled by the affiliation office of the university/HEI mandatorily, for each affiliated college/institution]*

Private Sector College – Information regarding Board of Governor	Exists/Approved (YES/NO)	Evidence
Composition of BOG		Attach as Annex
Terms/conditions/criteria for Appointment of Chairman of the BoG		Attach as Annex
Term of Chairman		Attach as Annex
Term (Tenure)/ex-officio(s) of members		Attach as Annex
Rules of Business for Meeting and its venue		Attach as Annex
Quorum		Attach as Annex
Functions		Attach as Annex
Min. Meetings per Annum		Minutes to be Annexed

*Add rows

H-13.3 BOG MEETINGS (PRIVATE SECTOR COLLEGES)
[To be filled in for each college separately]

NORM: At least 04 meetings per annum (01 meeting per quarter)

SNo.	College	Date of BOG meetings	Main agenda	Participants from University
1.				
2.				
3.				
-				
-				
-				
-				

*Add rows

H-14. POLICIES, RULES/REGULATIONS AND DOCUMENTATION OF AFFILIATED COLLEGES (PUBLIC/PRIVATE)

Affiliated College Laws/Rules [to be filled for each affiliated college separately, evidence on table]

GOLLEGE NAME: _____

AFFILIATION DATE: _____

SNo.	Rules/Laws	Exists/Approved		Attach Evidence
		YES	NO	
a.	Governing Rules			Annexure
b.	Discipline & Efficiency related to Staff/employees			Annexure
c.	Student Admission Rules			Annexure
d.	Student Discipline Rules			Annexure
e.	Published Prospectus (Annual/Semester/Periodical)			Annexure
f.	Complaints/Grievance Redressal Committee			Annexure
g.	Anti-Harrasment Rules/Committee			Annexure
h.	Quality Assurance Policy			Annexure
i.	10% of Students fee Scholarships exemption			Annexure
j.	Strength/Sanction and Qualification criteria of Teacher & Staff			Annexure
k.	Terms & Conditions of appointment of Teachers & Staff approved from Governing body/Government			Annexure
l.	Scheme of Studies, Syllabi of the Affiliating University available with the college			Annexure
m.	25% teachers have MPhil/MS [of total faculty] – compliance			Annexure
n.	Percentage of Permanent faculty out of total			Annexure
o.	Alumni Association			Annexure
p.	Staff career Advancement Scheme			Annexure
q.	Faculty Training and Development Scheme			Annexure
r.	Performance Appraisal of Employees			Annexure
s.	05 years Strategic Plan			Annexure

H-15. ANNUAL/PERIODICAL/SURPRISE INSPECTIONS DURING LAST ONE YEAR OF AFFILIATED COLLEGES

Inspections by Affiliation/Inspection Committee and by Registrar of the University/HEI

College Name	Inspection Date	Inpc. Type (Annual/Periodical/Surprise)	Inspection conducted by			Report		
			Aff./Ins pc. Commit tee	Regist rar	Dean/ CE	Findin gs	Recommend ation	Action by Univers ity

H-16. DETAIL OF ACCREDITATION STATUS OF PROGRAMS AFFILIATED BY THE UNIVERSITY (PUBLIC/PRIVATE COLLEGES)

SNo.	College No./name	Program	Accreditation Status		
			Accredited/ Not accredited	accreditation date with period of accreditation	Letter No. and date.

H-17. LIST OF FACULTY IN THE PROGRAMS OF THE AFFILIATED COLLEGE No. _____ *To be filled for each program of each separate affiliated college, please.*

SNo.	Clg No./Name	Program Title/Name	Number of total teachers in the field of the Prog.	Number of total teachers for the allied subjects (eng, Urdu, <small>Lat. DS etc.</small>)	Teacher Name	Was appointed before the affiliation date (Yes/No)	Later Appointment/ Transfer Date in the college	Reference letter of Govt for public Sector/Approval of BOG for Private sector (give number)	Reference of reporting letter to the University	Cr. Hrs. Taught by the teacher (Time-table to be attached)
1.										
2.										
..										
..										

H-18. DETAIL OF APPLICANTS AND INTAKE DURING THE LAST TWO SEMESTERS

- to be filled for each program of each affiliated college, please

SNo.	Clg No./ Name	Program name	Total Applicant	Total intake in 1 st semester	Total passed/ qualified in final semester	Last 04 years data				
						Total dropped	Total withdrawn	Total failed	Total migrated	Total credit transferred
1.										
2.										
-.										
-.										

H-19. DETAIL OF STUDENTS PROGRESSION DURING LAST ONE YEAR (TWO SEMESTERS) – to be filled for each program of each affiliated college, please

SNo.	Clg No./Name	Program Title/Name	Number of total existing students	Semester wise division								
				I	II	III	IV	V	VI	VII	VIII	
1.												
2.												
-.												
-.												

H-20. DETAIL OF SEATS ALLOCATION BY THE UNIVERSITY TO EACH AFFILIATED COLLEGE IN PROGRAM-WISE

SNo.	Clg No./ Name	Program name	Seats allocated by the university	Current/existing students			Ratio M:F	Total teachers	Ratio Student:Teacher
				Male	Female	Total			
1.									
2.									
-.									
-.									

H-21. Programwise credits, seats, students during last one year

<u>SNo.</u>	<u>Program Name</u>	<u>Credit Hours as per University approved</u>	<u>Total Allocated Seats Per semester</u>	<u>Total student Number</u>		
				<u>Male</u>	<u>Female</u>	<u>Total</u>



Annex-I
To Section 1.7.4(d)(ii)

HAZARA UNIVERSITY, MANSEHRA
Phone No. 0997-414149, Email: qec@hu.edu.pk

QE-HU Doc-24

Graduation Exit-Seminar Survey Evaluation Form (MPhil/PhD)

Class (MPhil/MS/PhD): _____ Discipline: _____ Date: _____

Scholar Nam: _____ Roll No: _____

Admission Semester: _____ Current Semester: _____

Supervisor Name: _____

Starting Time: _____ Finish Time: _____

<u>Situation</u>	<u>A</u>	<u>Tick</u>	<u>B</u>	<u>Tick</u>	<u>Apps used Detail</u>
Scholar/Student	Online		Face to Face		
Supervisor	Online		F2F		
Audience	Online		F2F		Mention number also.
Internal Examiner	Online		F2F		
External Examiner	Online		F2F		
Moderator (Chairperson)	Online		F2F		

NOTE: Please complete this evaluation form by rating the presentation in each category:

1 = poor **2 = fair** **3 = good** **4 = very good** **5 = excellent**

Add your comments in the space provided. Thoughtful and constructive comments are important to the student in improving the quality of presentation.

<u>SNo.</u>	<u>TOPIC/Characteristics</u>	<u>SCALE/SCORE</u>				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
I. SUBJECT MATTER						
1.	Introduction	Scholar stated importance of problem/topic and provided concise summary of relevant past research.				
2.	Body	Speaker presented explicit objectives of main points to be covered, and sufficient materials and methods without excessive detail. Data presented effectively to audience.				
3.	Results and Discussion:	Scholar gave adequate explanation of data with statistical support to provide evidence for				

		comments. Speaker gave critical analysis and interpretation of results.					
4.	Summary and Conclusion	The summary was concise and understandable to technical/non-technical audience. Conclusions indicated direction of further research and facilitated audience discussion.					
II. Presentation							
5.	Technique	Clarity of speech, enthusiasm, vocal variety, inflection, tone, pace, gestures, poise, dress, lack of distracting mannerisms.					
6.	Organization	Presentation followed a logical order without undue repetition. Transitions between slides and points develop coherence and progression.					
7.	Jargon	Minimized the use of acronyms and esoteric terms.					
III. Visual Aids							
8.	Quality	Each slide had the correct amount of information and was easily understood.					
9.	Quantity	The number of slides and time devoted to each slide was appropriate.					
IV. Questions and Discussion							
10.	Handling of Questions	Scholar repeated questions asked by audience and was honest about not having all the answers.					
11.	Promoting Discussion	Seminar conclusions led naturally into discussion regarding the chosen topic.					
12.	Leading Discussion	Scholar facilitated audience discussion with poise and Professionalism.					

Overall Grading: _____

Overall Comments: (Try to include one thing you learned from this seminar)

HOD Signature/Digital Signature: _____

Countersigned by Dean Sign/D.Sign: _____



HAZARA UNIVERSITY, MANSEHRA
 Phone No. 0997-414149, Email: qec@hu.edu.pk

QE-HU Doc-25

Thesis Defense-Quality Assessment Form (MPhil/PhD)

Class (MPhil/MS/PhD): _____ Discipline: _____ Date: _____

Scholar Nam: _____ Roll No: _____

Admission Semester: _____ Current Semester: _____

Supervisor Name: _____

Starting Time: _____ Finish Time: _____

<u>Situation</u>	<u>A</u>	<u>Tick</u>	<u>B</u>	<u>Tick</u>	<u>Apps used Detail</u>
Scholar/Student	Online		Face to Face		
Supervisor	Online		F2F		
Audience	Online		F2F		Mention number also.
Internal Examiner	Online		F2F		
External Examiner	Online		F2F		
Moderator (Chairperson)	Online		F2F		

NOTE: Please complete this evaluation form by rating the presentation in each category:

1 = poor **2 = fair** **3 = good** **4 = very good** **5 = excellent**

Add your comments in the space provided. Thoughtful and constructive comments are important to the student in improving the quality of presentation.

<u>SNo.</u>	<u>TOPIC/Characteristics</u>	<u>SCALE/SCORE</u>				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
I. SUBJECT MATTER						
1.	Introduction	Scholar stated importance of problem/topic and provided concise summary of relevant past research.				
2.	Body	Speaker presented explicit objectives of main points to be covered, and sufficient materials and methods without excessive detail. Data presented effectively to audience.				
3.	Results and Discussion:	Scholar gave adequate explanation of data with statistical support to provide evidence for				

		comments. Speaker gave critical analysis and interpretation of results.					
4.	Summary and Conclusion	The summary was concise and understandable to technical/non-technical audience. Conclusions indicated direction of further research and facilitated audience discussion.					
II. Presentation							
5.	Technique	Clarity of speech, enthusiasm, vocal variety, inflection, tone, pace, gestures, poise, dress, lack of distracting mannerisms.					
6.	Organization	Presentation followed a logical order without undue repetition. Transitions between slides and points develop coherence and progression.					
7.	Jargon	Minimized the use of acronyms and esoteric terms.					
III. Visual Aids							
8.	Quality	Each slide had the correct amount of information and was easily understood.					
9.	Quantity	The number of slides and time devoted to each slide was appropriate.					
IV. Questions and Discussion							
10.	Handling of Questions	Scholar repeated questions asked by audience and was honest about not having all the answers.					
11.	Promoting Discussion	Seminar conclusions led naturally into discussion regarding the chosen topic.					
12.	Leading Discussion	Scholar facilitated audience discussion with poise and Professionalism.					

Overall Grading: _____

Overall Comments: (Try to include one thing you learned from this seminar)

Dean Sign/D.Sign: _____

Committee:

**Director Quality Enhancement
(Secretary / Member)**

**Dr. Misbah Nosheen
(Member)**

**Director Academic & Research
(Member)**

**Controller of Examinations
(Member)**

**Prof. Dr Ghulam Mujtaba Shah
(Convener)**
